

GOVDOC

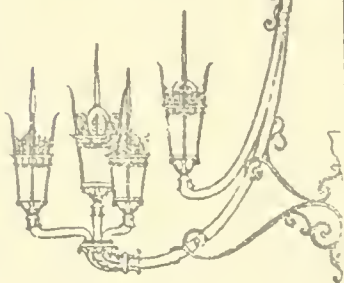
M31A6

S'D

68/1

pt. 1

BOSTON  
PUBLIC  
LIBRARY









1/B16  
11  
1  
2 ✓

Dick M

THE SECONDARY EDUCATION COMPLEX

Preliminary Planning Document

PART ONE

(not for publication)

Boston Public Schools  
Office of Program Development  
2893 Washington Street  
Roxbury, Massachusetts

Property of  
BOSTON REDEVELOPMENT AUTHORITY  
Library

CONTENTS

- I. THE ROLE OF THE SECONDARY EDUCATION COMPLEX IN BOSTON
- II. A LINEAR SCHEME FOR THE SECONDARY EDUCATION COMPLEX
- III. SECONDARY EDUCATION COMPLEX PROGRAMS
  - A. Secondary School Education Program
  - B. Public Involvement in the Secondary Education Complex

(Further sections are being developed by the  
Office of Program Development. For further  
information, call 445-6912)

21  
1



# THE SECONDARY EDUCATION COMPLEX

Preliminary Planning Document

PART ONE

(not for publication)

Boston Public Schools  
Office of Program Development  
2893 Washington Street  
Roxbury, Massachusetts

Property of  
BOSTON REDEVELOPMENT AUTHORITY  
Library

## CONTENTS

- I. THE ROLE OF THE SECONDARY EDUCATION COMPLEX IN BOSTON
- II. A LINEAR SCHEME FOR THE SECONDARY EDUCATION COMPLEX
- III. SECONDARY EDUCATION COMPLEX PROGRAMS
  - A. Secondary School Education Program
  - B. Public Involvement in the Secondary Education Complex

(Further sections are being developed by the  
Office of Program Development. For further  
information, call 445-6912)





# THE SECONDARY EDUCATION COMPLEX

Preliminary Planning Document

PART ONE

(not for publication)

Boston Public Schools  
Office of Program Development  
2893 Washington Street  
Roxbury, Massachusetts

## CONTENTS

- I. THE ROLE OF THE SECONDARY EDUCATION COMPLEX IN BOSTON
- II. A LINEAR SCHEME FOR THE SECONDARY EDUCATION COMPLEX
- III. SECONDARY EDUCATION COMPLEX PROGRAMS
  - A. Secondary School Education Program
  - B. Public Involvement in the Secondary Education Complex

(Further sections are being developed by the  
Office of Program Development. For further  
information, call 445-6912)



## PART I

### The Role of the Secondary Education Complex in Boston

#### Contents

Introduction	Page 1
A. The Altered Clientele	Page 2
B. The Necessity of Educational Renewal as part of Human Renewal	Page 2
C. The Problem of Urban Space	Page 3
D. The Problem of Schools Isolated from Communities	Page 5
E. The Need for Broader Opportunity for All Secondary Students	Page 6
F. The Need for a Different Kind of Educational Process	Page 8
G. The Concept of a "Magnet" Secondary Education Complex	Page 9
H. A Center for Enlarged Educational Opportunity	Page 13
I. Education for Responsibility	Page 16
J. A Center for Continuing Educational Change	Page 17
K. An Urban Educational Complex	Page 18



Introduction

The urban centers of this country are in a state of enormous ferment and crisis. Although our large cities, including Boston, will undoubtedly survive, none of us is very clear about what forms this survival will take.

In this document, we attempt to set forth a secondary education plan we hope will make a major contribution to maintaining Boston as a living city. This plan is not a modest one. It is a considerable departure from the manner in which most institutions of secondary education have been planned and built in this country until now. It attempts to look for solutions to many large problems within a single framework. These problems do not admit of comfortable or easy solutions. We do not expect with this plan to solve all of Boston's educational problems. There are, for one thing, too many other agencies and interests involved to permit the normal, less complicated school planning procedures to be followed. But the time is long past when conventional proposals will solve any problem at all.

We will try to be as precise as we can at least about some problems we are attempting to solve and about the solution we are proposing. What follows in this section of the introduction, then, is a brief outline of some of the major difficulties we see confronting Boston secondary education in the years immediately ahead. The remainder of the document is our attempt to answer the questions raised here.





#### A. The Altered Clientele

Although we are not attempting to list our problems in any sort of order of importance, one seems in some sense basic. Since World War II, the population shifts in this country have been enormous. There has been, first, the momentous growth of the suburbs, in almost every case involving the emigration of middle class whites from the cities and a decline in the total population of a city such as Boston. What this has meant over the last 20 years is that with dramatic suddenness (even if we choose not to notice it) our cities have become populated more and more exclusively by the poor, both black and white. As the middle class taxpayers have withdrawn, the costs of all city services--but especially welfare costs--have rocketed. Although there has not yet been a mass exodus by commerce and industry, some firms have already moved out of the city, in part to escape urban problems and costs. At the very moment when the continuance of urban life is most in the balance and when funds for renewal of all kinds are most desperately needed, a city such as Boston finds itself without an expanding base of middle class people and business to support the enormous tasks of human and physical revival.

#### B. The Necessity for Educational Renewal as a Part of Human Renewal

While sheer physical renewal and rehabilitation is necessary for the survival of cities, it is far less important than the renewal of human beings.

We think that this problem can be broken down into two closely inter-connected parts, each of which will require a



massive response from every sector of the Boston educational scene.

The first of these is the simple fact that no city can survive if it is populated almost entirely by poor people. And no American city is going to survive if it is inhabited solely or even predominately by poor black people forced to live in squalid ghettos. Black people will no longer tolerate such conditions, even if to resist means rioting and destruction. Boston, fortunately, has not yet arrived at the point where it is in danger of becoming a city made up entirely of poor people or even predominately poor black people. (The projected secondary school enrollment figure for 1972 is 70% white and 30% black.) There is still time, but not much time.

What this means is that Boston must be made into a place in which people of all kinds, including middle-class whites and blacks will want to live and bring up children. One of the main sources of such attractiveness has to be a public educational system which is not only as good as but which surpasses any system in the larger metropolitan area. Boston must become the place to educate a child for success in later life. The Boston educational system--and by this we mean not just the public schools but colleges and universities as well--must be the educational magnet or catalyst for all of Greater Boston.

The second hard fact is that no city can survive in the modern world if tis people--and especially its poorer people--are not well and highly educated. If any significant number of children--for whatever combination of reasons--is not able to read above an elementary school level, or if any significant number of children drops out of the educational process at the



age of 16, then society at large is going to pay the price of this failure for the rest of those children's lives. This cost may come in the obvious form of not having those people as part of the productive work force. In short, these people will add heavily to the cost of creating and maintaining a living city instead of actively helping to make the city what it should be.

The clear need here is for an educational system which is much broader and more comprehensive than anything now available either in or outside of Boston. It must be an educational system designed not for students as we would like them to be or as they were 25 years ago but as they are now, with all of the credits and liabilities this implies. If many students are not accepting the present system of education because they feel it is not relevant to their problems and their world, then we must develop a system that fills this need as well as many others, including all of the conventional ones. Such a system must have as an additional aim the improvement of the aspirational level of all students.

#### C. The Problem of the Use of Urban Space

One of the hard and real problems is the high cost of land in cities. Given the desperate need in Boston for tax revenue, it is not conceivable that large tracts of land can be set aside solely for school purposes, to be used only by students largely during the daylight hours. Given the desperate need for recreational space for young and old, it is not conceivable that what little land there is for schools can be taken up largely with three or four story buildings. Further, it may no longer make sense to think of school facilities as urban buildings that do not reproduce continuing revenue for the city and/or the





school.

What this means is that we have to begin to think of ways in which fairly small pieces of land (35 acres in the case of this secondary complex) can be put to maximum use, new ways in which urban land can be made much more productive than it has ever been before. One model we are following here is the highly imaginative proposal now being developed by the Boston Public Schools and the Tufts-New England Medical Center for the use of 1.5 acres of land in the South Cove area as a replacement for the Quincy School. This idea proposes the creation of an "urban village" on that small piece of land, including school space, recreation space, community facilities, commercial facilities and transportation.

#### D. The Problem of Schools Isolated from Communities

Another very hard and real problem is the fact that in recent years schools and the communities in which they find themselves have tended to grow apart, to become separated from each other. This is particularly and obviously true in the case of the black community, but it is true in white and mixed communities as well. Schools are not often enough seen as an integral part of the system of community life, responsive to and mixing with the thousand other aspects of living in a particular place and time.

This problem extends far beyond the local community, and beyond the parents and local community groups, although these are of great importance. At least in the case of secondary education it includes the city as a whole, all branches of city government, all social and civic agencies, the colleges and universities in all of the Greater Boston area, and every form



of business and industry. Just as schools can no longer be operated in isolation from all of these other aspects of urban life, so they cannot be planned in isolation either. If an institution of secondary education is to be of use to the city of Boston for the next 50 to 100 years, then it has to be planned and developed by all of the various sectors that have a stake in the city of Boston. This includes parents, local groups, educators, people from other city and civic agencies, colleges and universities. And the institution created out of this kind of planning process has to be an institution that truly meets the widest possible variety of needs, that really is a part of the various publics it has to serve, that attempts to fill gaps that are clearly visible in the life of Boston.

E. The Need for Broader Opportunity for All Secondary Students

Although this necessity stems in part from the radically altered clientele, it comes also from the simple fact that we live in a new and different world that rarely stays the same from one day to the next. In addition, this new world is much bigger, it does more things, is filled with huge quantities of knowledge we have never seen or thought of before. It contains thousands of new and different kinds of jobs and professions, all of which seem to have at least one thing in common; they all require more and better education. This is true not only for the scientist or engineer, but for the auto mechanic, who now must learn to operate electronic devices for diagnosing what is wrong with an automobile.

If we combine this kind of challenge with the fact that large numbers of the high school students all over the country



do not think their schooling is relevant to their needs and aspirations, then we see that secondary education has to provide not only a much wider series of offerings than it does at present but also must provide a much more flexible kind of schooling. By this we mean that there must be a wide variety of ways of going to school. This means in some cases that advanced students might need to spend only three years in secondary school and start college in their fourth year--or take courses at local colleges while remaining based at a secondary school. It might, on the other hand, mean that other students should spend a large portion of their time out of the school studying the operations of business, industry, scientific or medical research organizations, etc., and perhaps earning money in the process. In general, we feel that vocational decisions should be made as late as possible, that secondary school is a place where students should get a broad and general education, not a place where they should learn a specific trade. A thorough training in basic intellectual skills and a broad exposure to a wide range of career possibilities will be far more useful than learning how to use a specific set of machines.

We do feel that along with many opportunities and options, a contemporary secondary school must also provide a wide variety of educational exits and entrances--the ability to enroll at many different times and at different levels and to leave at different times and levels for many different purposes.





F. The Need for a Different Kind of Educational Process

Along with the problem of providing greater variety and opportunity at the secondary level, there is also the need for a different kind of educational process within the secondary school--not only different kinds of offerings but different ways of going about the business of learning and getting educated.

By this we mean several things. It should be clear to anyone involved in education that not all students learn best by the same method. In the era of films, television, records, tapes of all kinds, for instance, the printed word becomes only one of many sources of information. It seems also to be true that many students learn best by induction, that is, by proceeding from concrete instances to general rules, by doing rather than by starting with an abstraction. Any viable educational process, then, must take into account a wide variety of styles of learning, not only among groups of students but inside the individual student.

A quite different kind of fact that is becoming increasingly apparent is that many high school students are questioning an educational process that offers little choice about what and how they are going to learn, a process that seems cut and dried and to have little connection with the turbulent world outside the school. While students are expressing a desire for a larger share in and control over the educational process, it is not yet certain either that they are fully prepared to handle such responsibility or that school people are fully equipped to encourage it.

What seems clear, however, is that the variety and choice that we think are necessary in secondary education will not



work unless a great deal of the responsibility for education is placed upon the individual student, his parents and upon the community as a whole. We foresee that larger and larger quantities of student time will be spent in individual study or in small group work without the direct supervision of someone called a teacher. We see also a much greater role for parents and public in the actual operations and the decision-making processes of education.

Although neither we nor the students nor the parents know exactly how this new kind of educational process will work out in every case, it is manifestly a direction in which we cannot avoid heading. Experimentation is currently under way in the senior high school section of Boston's model demonstration sub-system along these lines, but we do not as yet have any final answers.

#### G. The Concept of a "Magnet" Secondary Education Complex

If the central problem confronting secondary education in Boston is the role it must play in the human and educational renewal of the city, then we feel that Boston must have something more than just a new, 5,000 student, city-wide high school in the Madison Park-Roxbury Crossing section of the city.

This institution should not be just another big high school but the major secondary education institution in the Greater Boston area, a magnet for a wide variety of educational, civic, cultural, social and recreational functions, a secondary education complex that will draw students and adults from all over the city and the metropolitan area for schooling, for cultural activities, for recreation, for civic gatherings, for social



services if and as needed, for purely commercial purposes, or for any combination of these.

We see this complex as being very much a part of the life of Boston and Greater Boston, an institution which serves and therefore is attractive to the total population of the city throughout the lives of individual citizens. We see it also as a major magnet for business and industry, for colleges and universities, throughout Greater Boston, creating the opportunity for new and innovative relationships between these institutions and secondary education.

We propose that this complex should be a co-educational one, with its student population roughly a cross-section of the total student population (including potential and actual drop-outs) of the city.

By law, the SEC, as any other new school in Massachusetts, must be racially balanced.

The Coleman Report has stressed the desirability of both racial and class integration. Dr. Kenneth Clark, among others, has documented the debilitating psychological by-products of segregated education reinforced by isolated, ghetto dwelling. The Kerner Commission Report, recently issued, has focused on the by-products of segregation for the whole society--as an unfortunate and dangerous separatism into two distinct societies.

The SEC seeks more than a legally balanced school within the letter of the law. The school is to be balanced. It is to be racially integrated. We believe that in this day in this society that is an absolute prerequisite to the type of school we envision.





The SEC is to draw its students from all communities of the city. This means more than racial integration. Students of every ethnic group, of every social and economic class, of every religion and heritage will attend this school together. Students groupings will cut across ethnic, racial, religious, class and geographic groupings. In a comprehensive, heterogeneous and integrated school, such as the SEC, students' horizons will be expanded not only by the staff and the facilities but by their fellow students as well.

We propose also that the new SEC become the new English High School, thus providing a new home and preserving the identity of English High school. Further, we propose that the entire new complex bear the distinguished name of English High School.

The history of English High School is a long tradition of educational leadership which necessitated a good deal of risk-taking and courage on the part of its school administration and a record of innovation which anticipated later reforms in other schools. It becomes evident that English High School owes its reputation primarily to the fact that it has been able to anticipate educational needs and to act to meet these needs. As a result, it has produced generations of young men able to assume positions of responsibility and leadership in the larger society. It is that tradition which we hope to embody in the new Secondary Education Complex.

The transfer of English High School to Madison Park involves a process of expansion and integration. A successful transfer depends upon providing for a unified complex by avoiding the separate development within the SEC of different wings of the school. To institutionalize and entrench the segregation of



boys from girls or ethnic or geographical groups from one another through the administrative organization of the school would seriously contradict the major objectives of the SEC as expressed in this document and previous documents approved by the School Committee.

It is anticipated, therefore, that when the SEC opens, all or part of the English High student body will transfer into the new school. There will be common enrollment procedures for all ninth grade students, boys and girls, black and white, across the city. All parts of the school will be coeducational, racially integrated and grouped to provide interaction among a wide variety of students.

At present, Boston English High School receives pupils in Grade X from the James P. Timilty and Michelangelo Junior High Schools, and in Grade IX from the Dearbon, Martin, Abraham Lincoln-Quincy, Rice-Franklin, Prince, Martin Luther King, John W. McCormack, William E. Russell, and Frank V. Thompson Districts, in addition to receiving pupils from all parts of the city in either grade (Sup't.'s Circular No. 161, 1967-1968). There is no entrance examination.

The new SEC--the new English High School--will continue its role as a modified district high school but it will receive new emphasis as a city-wide, magnet school, drawing its student body from all over the city. Specific procedures for enrolling students in the SEC have not as yet been determined. This is, in part, due to the inability to predict with any precision the patterns of student choice. Students do not commonly declare their preferences until the actual time for decision is at hand. We may have to endure such uncertainty until the year before







bound for higher education would have few problems in this school finding the exact program that fits him best. We see no particular problems with the more work-oriented student, except that there are many imaginative ways that need to be developed to improve and modernize this kind of education. We would provide for special education for such groups as conservation of eyesight, physically handicapped, including children with speech and hearing defects, and others. But there is a large number of students who presently fall among those categories, students who are disaffected with the educational process and have difficulty finding out what they wish to do with their lives. Many of these students, for a variety of reasons, drop out of school or stay in school but achieve little by doing so.

Many of those students who drop out realize later that this was a bad mistake. Others could be persuaded to stay in and profit from school if a school had programs better suited to their personalities and learning styles.

In addition to special programs for these kinds of students we would like to establish a more flexible system of exits and entrances, so that advanced students might complete their work in three years while others might take five, so that some students might be able to drop out and work for a year but return to their normal school life quite naturally and without penalty.

Another kind of opportunity we would hope to see in this school is the opportunity for students to investigate many different areas and activities and to discover talents in themselves they did not know existed. And at the same time, student would have the opportunity to re-organize their programs (and





thus their lives) when they discover unsuspected abilities which they would like to exploit. It is for this type of reason that we feel the need to have a broad program with heavy emphasis upon opportunities in the cultural arts, in advanced science and technology, and great resources for independent reading and study and the individualization of student programs.

The tailoring of programs to fit individual students means also that it will be almost impossible (as well as undesirable) to maintain the system of rigid "tracks"--such as college, business, vocational and general. Many students might fit easily into such arbitrary categories, but many will or should be taking diverse combinations of subjects and programs--advanced courses in some areas such as mathematics and lower level courses in other areas, plus drama or film-making and courses in computer technology.

Grade levels as we presently understand them--9th grade equals freshman year, etc.--also have little real meaning in the sense that some "9th graders" are quite capable of doing work on a 10th or 11th grade level, while many "12th graders" may still be struggling along at lower levels. Again, if we are going to offer every student a program that fits him as an individual, then those "grade" levels will have to undergo a substantial change in meaning.

We would also like to define "greater educational opportunity" not simply in terms of students but in terms of adults as well. We mean here not only "adult education" in the normal sense, but also special programs by which adults drawn from communities all over the city are trained in this



complex--and also employed there--as teacher aides and school assistance personnel. We would hope that special programs can be developed so that these adults can have an educational career ladder and thus become full-fledged teachers.

#### J. Education for Responsibility

The new kind of educational process we envision here is obviously one that will have to evolve in stages. Although much development can and will take place during the years when the physical facilities are under construction, the actual operation of such a school as this will not be achieved overnight or even in the four years between now and 1972.

One of the main aspects of this process, for instance, is the idea that a great deal of the responsibility for a student's education will have to fall increasingly on the shoulders of the student himself, upon his family and even upon his community. This process of individual tailoring involves a student making wise and sensible choices and decisions, in concert with the guidance and counseling people, the teachers and administrators in the school.

Indeed, we need a fairly elaborate system of guidance built into each of the house and resource units as well as an introductory period of perhaps six weeks during which new students are tested, counseled and given a chance to sample and become familiar with what the school offers before making firm decisions.

But all of these possible ways of schooling will place great and unusual demands on both students and staff. Students must--and should--be encouraged and in a sense trained to develo



as responsible human beings. The staff must in a sense be trained to promote and encouraged independence and self-reliance on the part of the students.

In this area, we have no magic answers. But the answers are, we feel, very much worth seeking.

J. A Center for Continuing Educational Change

No matter how inventive we may be in the programming of this school and in the design of its physical facilities, we realize that the rapid rate of change will always put us in danger of becoming obsolete.

For this reason, we are proposing that this complex should be so organized and operated that it will always be in the process of evolving into something better and more appropriate to the times.

Staff training mechanisms, the involvement of parents and community people, close relationships with colleges, universities, business and industry will all help to keep the complex contemporary.

One further device we see contributing to this process is the inclusion in the complex of the senior high school division of Boston's model demonstration sub-system as a permanent vehicle for educational experimentation at the secondary level.

By this variety of means, then, we would hope and expect that the complex will remain in the vanguard of secondary education in the United States.



## K. An Urban Educational Complex

By conventional standards, this school has a very small site of 35 acres, especially given the desperate need for recreational space, both for students in this school, for its surrounding communities and the city as a whole. We feel strongly, however, that imaginative planning can make this acreage not only enormously productive but can also introduce a new concept into urban school planning.

This new concept attempts to express in both physical and programmatic terms a number of important things:

--That this institution is very much a part of its city and seeks to provide opportunities and services not elsewhere available or not previously available.

--That it will be used not just as a school for high school students but as a city-wide center for adults, for civic and cultural groups, for social services, for commercial activities if and as they are relevant to the nature and purposes of the complex (bookstores, theater, films, etc.).

--That the complex will be open and available to students and adults on a continuous basis, perhaps sixteen hours a day, seven days a week.

--That it will be intimately related in its programs to the needs of students from all over the city (including in part students attending other high schools) and to those parts of the city immediately surrounding it (such as the Model Cities area of which it is a part).

--That it will attempt to reach out and involve parents, city-wide community people, local community people in the





operations and all of the programs and facilities of the center.

--That, in many cases, the complex will not only attempt to involve students and adults in its own programs, but will extend its services and operations outwards to other schools and areas of the city (such things as educational innovations, cultural productions, computer services, etc.).

These ideas might be called an "urban town", a combination of multi-purpose facilities, all related and relevant to school purposes, which are carefully planned and designed to create an urban education complex that uses its 35 acre site in the most responsible and productive ways possible.

We should immediately add that this concept of the "urban town" must not be limited to the 35 acres allotted to "school" purposes, but must include in its physical planning all of the acreage of the Campus High Urban Renewal Project Area, including the housing units scheduled to be built there, air rights over highways and the MBTA station, and the section of the CHURPA that includes the Eliot Square and Timilty Junior High School areas. It is not the responsibility of the Boston Public Schools to do this kind of planning, but we are asking that the agencies that do have this responsibility (such as the Boston Redevelopment Authority, the Public Facilities Commission, Model Cities, the MBTA and State Department of Public Works) to work with us to develop this overall concept.

We recommend, therefore, that the main components of this "urban town", spelled out in much greater detail in the remainder of this document, be these:



--A center for the cultural arts, which will provide the basic facilities for a rich cultural program for the secondary education complex, but which will also serve as a city-wide cultural facility and will draw people from the entire metropolitan area. In order to assure easy access directly to this facility from all over the city, it should be built on air rights above the MBTA station.

--A public "street" or concourse level, which would run the entire length of the complex beginning at the cultural arts center (and thereby linking it to the whole complex). This concourse would house the relevant commercial and the highly public facilities, such as the central library and resource center, adult education and the community participation facilities. Along with the arts center and community facilities, this concourse would provide the main "magnet" quality of the complex for adults and the general public. It would be built as a middle level over the service level and parking.

--The "school" part of the complex, to be built over the public concourse. This, the largest single section of the complex, would have its most public functions--central administration, centralized library, special science facilities, central guidance and counseling, etc.--on its lowest levels for easy accessibility. The four decentralized "houses" of the school would rise above the concourse level and become increasingly student-oriented and private according to the distance from the concourse.

--A multi-service and community center at the opposite end of the concourse from the cultural center, near Shawmut Avenue boundary of the site and closest to the civic center end



of the Washington Park GNRP. This center would be closely integrated with the operation of the school and would include offices for social and community service groups, a day care center (for the young children of teachers, as well as local community people), health facilities (including perhaps the school's health facilities), etc. This unit might well be operated by the Model Cities Board or jointly by Model Cities, the SEC and other agencies. It would be integrated into the school in the sense that it would be closely tied with the school counseling and referral services, and with the instructional program of the school. Students would work in and take part in the activities of the center and would use such facilities as the day care center for study and training.

A major student and adult recreation center, including the school's gymnasium, field house, swimming pools and outdoor courts and playing fields, perhaps operated jointly with the Parks Department. Under the scheme we are here proposing, we feel that close to 20 acres of open land could be available for recreation purposes.

This entire secondary education complex would, of course, have very close ties with other secondary schools throughout the city--including, we would hope, exchanges of students for special purposes and the use of specialized facilities not available elsewhere by students from all over the city. Because of its size, this complex will be able to offer courses and afford facilities that smaller schools would have difficulty justifying.

One such close tie will obviously be with the proposed Occupational Services Center now being planned by the Vocational



Education Department of the Boston Public Schools. Wherever that center may be ultimately located, we would want it to have a strong programmatic connection with all of the activities of this complex. At least two of the possible sites mentioned for the Occupational Services Center are near the site of the complex. We feel this would be highly desirable. Indeed, we would like to put forward the idea that the complex itself could house the Occupational Services Center, thus saving substantial sums of money in land and construction, as well as not taking additional land off the tax rolls and adding considerably to the variety and attractiveness of the complex.

-----

Perhaps the only thing that we can be certain of these days is that things will continue to change at a rapid rate. This is in part a matter of technology, but rapid change is now built into the tissue of our social and intellectual lives as well. Very little of what we devise in 1968 will, in all probability, be relevant to the situation in 1980. We can make some educated guesses, but that is about all.

What this means is that any secondary education institution must be infinitely adaptable, that it must be designed as such in a way that evolutionary change is the rule rather than the exception. This will require not only a quite different school organization, but a quite different set of relationships to colleges and universities, to business and industry, to local communities and to the city as a whole. All of these different people and agencies will have to be deeply involved in the life of this school, and the school will have to have mechanisms built into it to allow for constant adaptation and change.





## PART II

### A Scheme for the Secondary Education Complex

#### Contents

Introduction	Page 23
A. Housing	Page 24
B. Community Multi Service Center	Page 26
C. Public Concourse	Page 27
D. Cultural Arts Center	Page 31
E. Related Elementary and Middle Schools	Page 32
F. Academic Component (Secondary)	Page 34
G. Occupational Service Center	Page 36
H. Athletic and Recreation Component	Page 39
I. Logistical Support Component	Page 41
J. Transportation	Page 42
Summary: The Components and the Academic Program	Page 45

Summary: The Components and the Academic Program

Page 12

1. Transportation

Page 15

I. Logistical Support Component

Page 17

II. Athletic and Recreation Component

Page 30

G. Occupational Service Center

Page 30

F. Academic Component (Secondary)

Page 31

E. Related Elementary and Middle Schools

Page 35

D. Cultural Arts Center

Page 37

C. Public Concourse

Page 57

B. Community Multi Service Center

Page 50

A. Housing

Page 51

Introduction

Page 53

## Contents

A Scheme for the Secondary Education Complex

## A LINEAR SCHEME FOR THE SECONDARY EDUCATION COMPLEX

### Introduction

In attempting to describe the SEC and its environment we are here presenting a linear scheme developed in the Office of Program Development which describes ten basic components and their external organization. All the components discussed in this section are considered part of the total site development and part of the educational program.

It must be emphasized that this is not so much an attempt to design the complex as it is to develop a three-dimensional schematic in which we can more completely express the programmatic relationships we feel are important. A linear scheme seems to us to offer several benefits: several points of contact with the surrounding environment (local and city-wide), an organization which integrates rather than isolates the various components, conservation of land for recreation, inclusion of several additional components without taking great amounts of additional land. The linear scheme emphasizes two of our basic concerns: the integration of functions and components and the relationship of the SEC and its components to the urban environment. Each component will be discussed individually and individual schematics included.



A. Housing

The residents of the area described as the "Campus High Urban Renewal Project Area" have incorporated into the Lower Roxbury Community Corporation (L.R.C.C.) and through negotiations with the BRA have arrived at the "Memorandum of Understanding" with the City of Boston. The people of lower Roxbury have been assured of no less than 400 new or rehabilitated low and moderate rental housing units to be located on 15 of the approximately 65 acres of the project area and priority for occupying these units will be to persons living in the area being forced to relocate and wishing to remain in the area--their community.

Phasing for land acquisition and relocation has been agreed upon, providing for 150 units on approximately five acres in the vicinity of Madison Park to be built and occupied first with the additional housing to be completed as rapidly as possible.

In addition, the BRA and the L.R.C.C. have agreed to cooperate in the development of plans for the "Campus High Urban Renewal Project Area."

However, with the tremendous impact the SEC will have on this area and the many community services it will provide, a more unified planning effort is urged so that both the housing and the SEC will mutually benefit. We would like to suggest that additional housing be incorporated into the development plan to include residences for teachers and visiting professionals, offering special programs in the SEC. It would seem reasonable to assume that teacher and teacher interns living and becoming active in the community in which they teach would foster greater understanding between the community and the school. Such additional housing also



might well aid in the recruitment of teachers interested in teaching in the SEC and its surrounding community.

The entire 15 acre housing component on this site, including the possible additional housing for teachers and staff, should be an integral part of the planning and development of the overall site, including the SEC. Toward this end, we have had discussions with the L.R.C.C. and its private developers.

Another related residential function which might be considered is a "home away from home" for drop-out students lacking desirable home and domestic situations. This housing could take the form of supervised dormitories in response to the living needs of this age group, and would allow for full participation in the social, academic and employment opportunities provided by the SEC.





### B. Community Multi-Service Center

The decision to make the SEC both a city-wide and a community school, coupled with the immense need for social services in Roxbury has led to the creation of a component in the complex that would function as a multi-service center. In order to make these services more easily accessible to the local communities, the facilities should be located close to Dudley Square, related to the new housing for Lower Roxbury and complementing the new community civic center being constructed on the Washington Park side of Dudley Square.

The range of services and programs this multi-service unit offers is discussed in detail in the community program part of this document and would generally deal with preventive health care, child care, family counseling and elementary education. Preliminary surveys indicate that the area is generally underserved in these areas. Efforts to coordinate our planning with other agencies involved are under way.

The component should provide offices for social agencies and others conducting programs and providing service. This relationship of a social service, community-oriented facility has great significance for urban education. Besides providing greatly needed services, it exposes the student to the realities of urban problems and the sociological changes he is a part of. The multi-service unit with its professional staff could train and utilize students, opening up opportunities in an expanding health and social service field. (More will be said about this later.) —



### C. Public Concourse

In planning a school that is throughly urban in character, an environment representative of the richness of urban life is imperative. This implies a major departure from the instituion-alized school surrounded by a chain link fence.

We are proposing that a public concourse or "street" component be included in the SEC with a full complement of commercial, entertainment and eating places. This public component would serve two major functions:

1. It would encourage public identification with and participation in the school by providing easy and stimulating access to the school, its components and range of activities. By being directly connected to public transporation, it would reinforce the magnet theme of the complex assuring city-wide use of as many facilities as possible. By being directly connected also to the Community Multi-Service Center and to the Highland Park area near the Timilty, it would reinforce the school's orientation toward the local communities as well.

2. It would enhance the life of the school, offering a greater range of activities for students and staff then normally available, thus expanding the educational enrichment provided by the entire complex. It provides a means of organizing and conducting the components comprising the complex. It provides an atmosphere conducive to interaction of all age groups and races, enabling the student to participate in the real world in a healthy environment to which he can easily relate.

In the urban context, one of the greatest problems facing planners and politicians and average citizens who pay taxes is how to increase the tax base in the city and thus keep the tax



rate down. This school offers one opportunity to do just that by the inclusion of revenue-producing commercial facilities within the Secondary Education Complex. In addition to the very real advantages the public concourse and commercial facilities offer to the school, the economic gain to the city would be considerable and a significant step forward in meeting today's urban problems. Schools no longer need absorb revenue; they can generate revenue also if planned properly.

A rough estimate of the commercial facilities listed below indicates that such facilities along the public concourse could gross nearly \$500,000 per year and thus provide some \$75,000 per year in tax revenues.

The commercial facilities would serve both the public and the students and staff by providing easily accessible shopping, opportunities to spend leisure time and also in ways directly connected to the school's educational program.

The criteria for determining what commercial facilities to include in the SEC are:

1. They must be economically self-sustaining.
2. They must be relevant to the school's needs, especially in terms of supporting the educational program and offering students opportunity for work-study and apprenticeship programs.
3. They must have a strong attraction value and thus ensure maximum usage, contribute to the total environment and reinforce the magnet concept of the school.
4. They must perform a function that is needed in the Lower Roxbury and Highland Park Communities and which will not duplicate or compete unfairly with existing commercial facilities in these areas.

In line with these criteria, we have identified several



types of commercial facilities which might be included in the SEC along the public concourse. They are listed below.

1. Restaurant
2. Snack Bar/Soda Fountain
3. Book Store
4. Record Shop
5. Photography Shop
6. Art Supply/Poster Store
7. Dress Shop
8. Men's Store
9. Pharmacy/Drug Store
10. Bank
11. Commercial Theatre
12. Post Office Sub-Station
13. Police Sub-Station
14. Professional offices, e.g. Doctor, Dentist, Lawyer

In addition to the above facilities (a few of which are not strictly commercial but closely related to commercial facilities), there would be other offices and facilities along the concourse. In particular, the Public Service Center of the school which administers adult education, school-community services (city-wide) and student services would be located along the concourse where it would be easily accessible to all. The offices of other city agencies and city-wide services agencies related to education and youth might also be housed along the public concourse, thus diversifying the activities even more. Portions of the school may extend down to the public concourse level, e.g., part of the library suitable for browsing and adult use might be accessible from the concourse. The same could be true for some of the house facilities, notably those most likely to be shared by the public.

The question of multi-ownership or multi-occupancy on a lease basis is under study by Tufts-New England Center and the Boston Public Schools as it relates to the Quincy elementary school presently being planned by them. A legislative model for this type of development is represented by the Garrison Law in New York





State and it seems entirely feasible that a comparable law in Massachusetts would enable an integration of multi-function in a single structure.

This public component must be emphasized as being essential to the concept of the SEC as an urban school by providing an urbanized context in which the learning process takes place.



#### D. Cultural Arts

The cultural arts component would function as a city-wide facility housing the performing and visual arts and in the OPD linear scheme is integrated with the proposed MBTA station to be located at Roxbury Crossing in order to encourage public participation and make the complex more accessible to the city at large.

The cultural arts center will contain professional and school-oriented performing and visual arts activities ranging from theatre to cinema-making and photography to exhibit space.

It is envisioned that professional artists will perform and exhibit as well as teach in the component, therefore tapping and supporting the abundant cultural resources in Boston. This would provide not only a higher quality of education in the arts but would offer students a significant sampling of the arts as a vocational possibility.

In order to attract professional people, accomodate the public and provide superior facilities for students the component would include a theater of professional quality with flexible staging and seating, central exhibit spaces so that traveling museum exhibits and art shows can be utilized, and possibly a TV or at least a radio broadcasting station in the component to broadcast performances, school events and encourage public identity with the SEC.



E. Related Elementary and Middle Schools

The SEC will be immediately adjacent to the Timilty Junior High School serving Highland Park and other parts of Roxbury and feeding in part into the present English High School.

The public concourse calls for a bridge over Roxbury Street to the cliff on which the Timilty sits. This provides a symbolic and real link with not only Highland Park but the Timilty School as well.

The concept of an "educational park" reinforces the expected close integration of the junior high (or middle) school with the SEC. A whole variety of relationships extending from shared facilities and staff to coordinated curriculum development could be worked out to the mutual benefit of both schools and in the spirit of an educational park development. The Timilty Junior High may soon be the beneficiary of federal funds for improving the educational program and related educational and social services in the surrounding community through the joint cooperation of public school officials and community residents. Programs they develop might be coordinated with the Secondary Education Complex components and educational program.

The Campus High Urban Renewal Project plan calls for an elementary school to be located in that area. Inclusion of an elementary school could have several positive benefits for the SEC. It could be a place where SEC students could observe and practice teaching. It could help attract staff to the school who would not normally teach (young mothers who are former teachers), because of the educational needs of their own families or who would not normally teach in an urban school. Combined with the Community Multi-Service Center--with the day



care center, the health center and so on--it would offer the full range of services to the community. Linked to the Timilty and the SEC including the Occupational Services Center and other components, it would offer the full range of educational services consistent with the concept of an educational park.

One of the most difficult tasks facing the Boston Public Schools and others involved in planning schools is how to build racially balanced schools which will adequately serve Negroes and other so-called non-whites. Although a need for a new elementary school in the Lower Roxbury area has been indicated, no clear assurance can be given that such a school will be built. Several bureaucracies must agree and the state racial imbalance law must be complied with. It seems to us that including the elementary school within the Secondary Education Complex scheme would increase the chances of such a school being built.

Should housing for teachers be included in the 15 acres allocated for housing and should school staff living elsewhere be able to send their children to it, the school might become racially balanced. In addition, the fact that it was included in the educational park concept might allow the calculation of racial balance to be extended to the total complex--including the elementary school, Timilty Junior High, and the SEC including the Occupational Services Center. These possibilities will have to be explored.





F. The Academic Component (SECONDARY)

Within the general framework of the educational program--represented by the entirety of the Secondary Education Complex and all the components discussed in this section--the academic program is organized within three general zones.

The first of these zones is the centralized and specialized facilities provided by the complex--the other components discussed in this section. All have some direct bearing on the educational program (as will be discussed later) and many contain parts of the academic component, e.g., art classes in the Cultural Arts component. The media center including the library will be centralized, as will certain other facilities.

The other two zones contain the heart of the academic program and represent the major academic component of the school. The school is organized into four houses, each containing 1250 students and each having a large degree of administrative and policy-making autonomy. The major portion of the SEC's academic program will be organized by and within the houses. Classes, lectures, eating, and some leisure activities will take place primarily on the house level. Science classes and industrial arts classes will be organized on the house level also.

Within each house is the third zone--the Resource Units--five per house, 20 in all. In these units which will contain 250 students and approximately 18-20 adults (guidance counselor, teachers, and paraprofessionals) the bulk of the school's guidance counselling, advisory services will be organized. In addition, students and teachers will be able to interact with one another in an informal and relatively unstructured atmosphere. There will be considerable independent study and



opportunity to spend leisure time.

Obviously the heart of the academic program and of the school, the House System and the Resource Units will be discussed in greater detail in Part III, along with the academic program itself. How the publics relate to both--and to the centralized facilities--will also be discussed in Part III.



G. Occupational Services Center

Boston has proposed that a new Occupational Services Center be constructed to replace Boys' Trade and to consolidate all of the cooperative trade programs now being offered in the various district high schools. General discussion has been focused on the relationship of the Occupational Services Center to other high schools in the city and to what degree it will be a post-secondary school. Agreement is unanimous however, that the Occupational Services Center will be a centralized school and that the possibility of students getting tracked prematurely and unwittingly into a trade course must be avoided. This implies first that vocational sampling must occur, and second that once trade involvement is increased the student should be able to retain a broad learning base. The student who is suite to and happy with going into the trades will still be responsible to an increasingly complex and demanding society requiring continuing learning and development and participation in all of the cultural and social opportunities available.

In discussing a facility as large (2500 students), as specialized and expensive, it is important to emphasize full utilization by as many people as could benefit from it. Many programs such as adult job training or a more sophisticated industrial design curriculum could emerge from such a facility expanding its functions and justifying a longer operating day.

Because the educational philosophy of the Occupational Services Center is consistent with that of the SEC we are suggesting that the Occupational Services Center be incorporated in the SEC as a technical skills area within the linear scheme. The advantages of such an incorporation would be:



1. Both the SEC and the Occupational Service Center are designed as central schools, serving the entire city, offering specialized facilities and programs for all Boston secondary students. Consequently, both have the same magnet role. Both need easy access from all parts of the city. By combining the two schools each reinforces the attraction of the other. The two together offer additional justification for adequate transportation to the SEC incorporating the Occupational Services Center including adequate parking, bus service and MBTA stop.

2. The expanded resource in one major center encourages new program development and widens the range of interdisciplinary possibilities (students conducting environmental studies by constructing full scale environmental models).

3. The accessibility of facilities not only to students enrolled full time in the SEC but students in other city high schools as well would enable course sampling to occur without serious impingement on other educational options, therefore reducing the possibility of a rigid vocational "track" happening.

4. If vocational training in Boston becomes post-secondary education, a combined resource such as we are proposing offers the possibility of a trade school student taking courses outside his occupational requirements but relevant to self-development and responsible citizenship.

5. The specialized technical facilities inherent in a Occupational Services Center would be more fully utilized by adults in a variety of special programs if reinforced by all the activity generators and magnetic qualities the SEC could offer.

6. One of the most compelling arguments for combining the two facilities is the economic savings which would result from









## H. Athletic and Recreational Component

The amount of land freed by the linear scheme provides ample opportunity for organizing adequate and stimulating athletic and recreation facilities for both the school students and community participants. There should be at least 20 acres available for outdoor athletic activities--far more than possible under any other scheme proposed for the school.

Emphasis should not be exclusively on team sports which a) require large amounts of land for relatively small numbers of students, b) exclude the vast majority of students, and c) have very little carryover beyond school years into adulthood.

In addition to the outdoor areas devoted to athletics and recreation, there would be a large field house large enough for indoor track meets, basketball and an indoor cage. Of particular value would be the fact that this field house with its large seating capacity and large open spaces could be used for a variety of non-athletic activities as well as large city-wide and state-wide sports events and inter-school competitions--track meets, tournaments, etc. Some of the non-athletic activities for which the field house could be used include city-wide high school science fairs, small conventions and other shows, and even political rallies. Thus, the athletic and recreational component is integral to the magnet concept of the school and its role in the city.

Included in the range of indoor and outdoor recreation activities would be ice and roller skating, swimming, tennis, squash and handball, gymnastics, boxing, wrestling, weight lifting, judo, karate, as well as basketball, baseball, football, soccer, indoor and outdoor track.

A recreational program for all students is contemplated so



as to offer the benefits of the SEC facilities to every student in the school. In addition, these facilities will be available to other schools and teams, to the public and more particularly to the residents of the surrounding communities of Lower Roxbury and Highland Park. There are inadequate recreational facilities in the area and this component and program should be coordinated with other recreational facilities in the area so that in some instances SEC students could use other nearby fields as well as having other adult and youth groups share the use of the SEC facilities.



## I. Logistical Support Component

The enlarged concept of the High School as a small town creates many pragmatic problems inherent in the operation of any complex organization. The SEC must have its own service and pedestrian circulation network to contend with the sheer logistics of supporting so much activity. This infrastructure will relate directly to the physical forces on the site, .e.g., connection to transportation interchanges, pedestrian collection points, most accessible delivery points and topography, etc. Because of these site conditions the function of the infrastructure as a connective is a major organizational determinant for the whole complex much like street patterns determine urban land organization. The types of activities taking place in this component are those that require major storage, processing and distribution including food preparation, material handling and maintenance and repair of equipment. The Proposed scheme expressed by a linear development with all movement systems being parallel but located in different zones depending on the physical nature of the activity and the degree of social participation desired.

The logistical support component would be located in a zone that had little or no social participation and logistically would reinforce the major activity components organized on a linear pedestrian system.





## J. Transportation

If the SEC is to be an effective "magnet" for the entire city then access from all points in the city must be a primary concern. The SEC in terms of its centralized role must become an extension of the transportation systems, both public and private.

### 1. MBTA

With relocation of the MBTA service to the former NHRR line a station is planned for Roxbury Crossing that will serve the complex and provide a connection to bus routes in the area.

The function that will require the highest degree of city-wide access will be cultural arts, and to facilitate this access we are proposing that the MBTA station and the cultural art component be integrated. The exhibit areas of the cultural art component would have as a secondary goal to be an entrance to the complex. Pedestrian movement through this "cultural station" would be exposed to the school community by prepared exhibits and would be encouraged to become involved in other activities in the complex.

### 2. Parking

Adequate parking must be provided if a) the school is indeed going to be a magnet school, and b) the surrounding area is not going to suffer blight because of unplanned on-street parking habits.

No less--and if possible more--that 1500 parking spaces are needed to adequately serve the SEC. Not all students, staff and public will come to this school via public transportation or on foot. There will be considerable automobile traffic also--reinforced by the fact this school is immediately adjacent to proposed Southwest Expressway and the Innerbelt. The SEC will



have an unusually large staff--300-400 teachers alone plus at least an equal number of supporting staff. The Occupational Services Center requires additional staff. There are the employees in the commercial facilities too. Public visitors and parents from all over the city will come by car to the school. The Cultural Arts Center in particular will receive heavy automobile traffic--both during the day and at night. Altogether, between 5,000 and 10,000 people may enter the Secondary Education Complex each day.

Although students are not allowed to drive to school, what happens in fact is that they drive nearby, park their cars in the street and walk the short distance to school. Such on-street parking by students and others could well be the type of unplanned and unhealthy consequence of an institution of this size which we specifically seek to avoid through adequate coordinated planning.

These problems are met in our scheme by making adequate provision for student, staff and public parking within the complex, locating the parking structure below the public concourse and near the cultural arts component. There will be a vertical pedestrian linkage from the parking structure below to the public concourse above. (In the event of decreasing usage of automobiles in the ensuing years, a parking structure integrated into the SEC complex could be converted into other uses suitable for school use.)

### 3. Buses

Since Dudley Station is going to remain a hub for bus routes, some of the students may come to school by bus.

In addition to using Dudley Station, the SEC ought to provide bus bays along Roxbury Street so that a) public buses

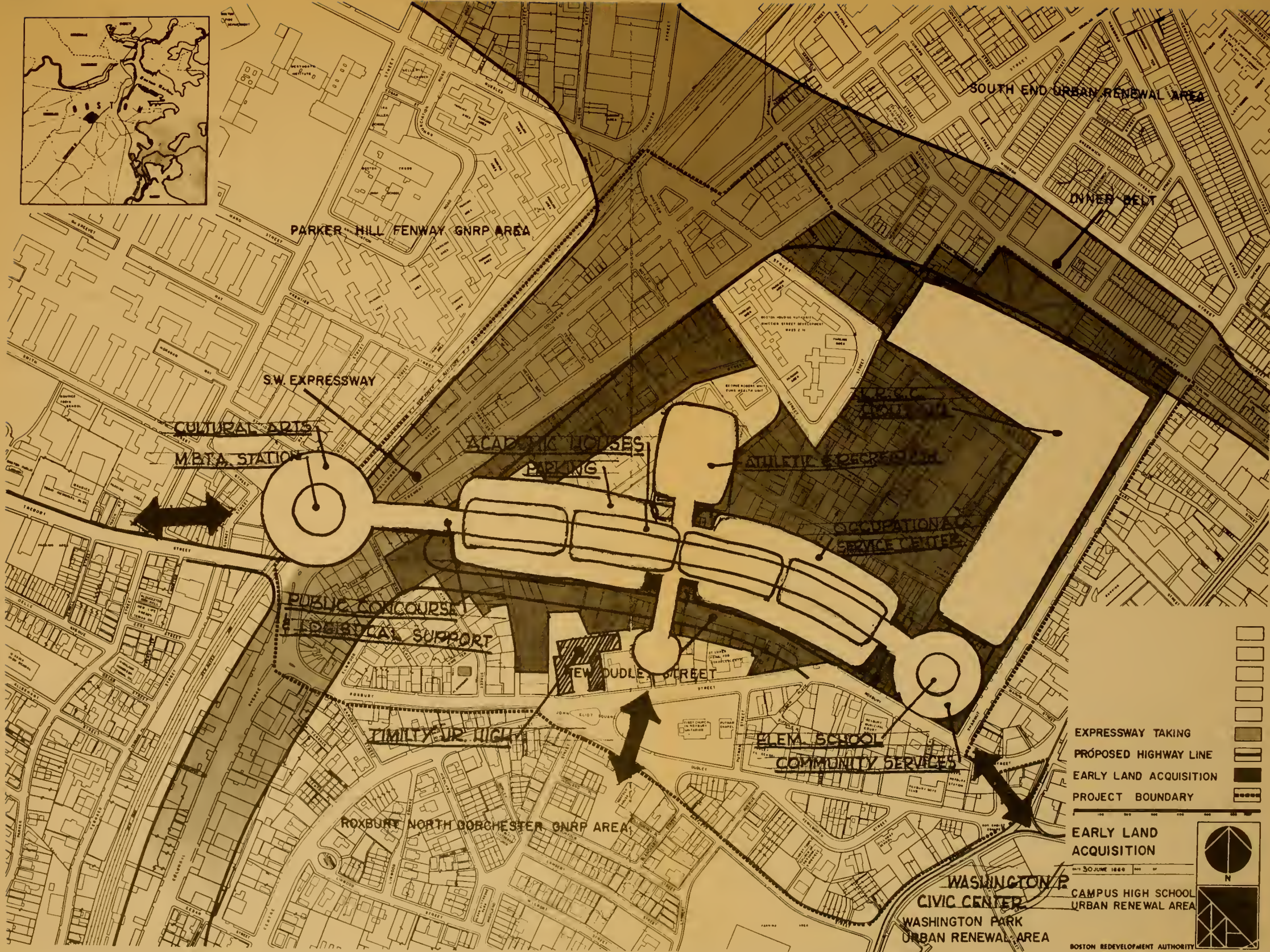


could come straight to the school, b) public buses could come from Dudley Station (continuation), and c) charter buses and school buses for students of the SEC and other schools could have direct access to the complex.

Provision for adequate bus bays may be of special importance if the proposed MBTA stop at Roxbury Crossing is not ready by the opening of the school. In such a case, alternate forms of public transportation (i.e., buses) would have to be arranged by the MBTA to transport students to and from school.







- EXPRESSWAY TAKING
- PROPOSED HIGHWAY LINE
- EARLY LAND ACQUISITION
- PROJECT BOUNDARY

EARLY LAND ACQUISITION

DATE 30 JUNE 1960  
CAMPUS HIGH SCHOOL URBAN RENEWAL AREA

BOSTON REDEVELOPMENT AUTHORITY









	COMPONENT	PRIMARY GOAL	PROGRAMATIC LINK	TYPE OF FACILITY	PRINCIPLE PARTICIPANT	POSSIBLE RESOURCE	FUNDING	COMMENTS
	HOUSING	① LOW-MIDDLE INCOME	① RESIDENTS OF CAMPUS HIGH URBAN RENEWAL PROJECT AREA ② "HALF-WAY HOUSE" ③ RESIDENT TEACHERS & INTERNS ④ ACCOMMODATIONS FOR VISITING LECTURERS & ETC.	① ONE-FOUR BEDROOM ② DORMITORIES ③ SUPPORTING FACILITIES eg. PLAY SPACES, LAUNDRY, PARKING	① PERSONS TO BE RELOCATED ② S.E.C. PERSONNEL ③ SPECIAL STUDENTS	① PRIVATE DEVELOPER ② NON-PROFIT FOUNDATION ③ B.H.A.	① 221-D3	
	COMMUNITY SERVICES	① PREVENTIVE HEALTH CARE ② CHILD CARE ③ FAMILY COUNSELING ④ LEGAL AID ⑤ EMPLOYMENT GUIDANCE ⑥ ELEMENTARY EDUCATION	① PROVIDES INFORMATION AND ACCESS TO PROGRAMS OFFERED IN THE S.E.C. ② DEVELOPS SPECIAL EDUCATIONAL PROGRAMS AND SERVICES IN COMMUNITY ③ PROVIDES SOCIAL & HEALTH SERVICE TRAINING	① ASSEMBLY AREAS ② HEALTH CLINIC ③ NURSERY ④ RECREATION	① AREA II PARENTS-OTHER ADULTS COMM. ORG.-SOCIAL GROUPS ② AREA III PARENTS-OTHER ADULTS COMM. ORG.	① ABCD ② ROXBURY MULTI-SERVICE CENTER. ③ YMCA ④ POLICE DEPARTMENT ⑤ COMMUNITY ORGANIZATIONS	① FEDERAL ② STATE ③ CITY ④ FOUNDATIONS	
	PUBLIC CONCOURSE	① ACCESS & PEDESTRIAN CIRCULATION ② INCREASED INTERACTION BETWEEN THE COMPLEX & ITS ENVIRONS ③ GENERATES ACTIVITY ④ PROVIDE TAXABLE PROPERTY ⑤ PROVIDE STUDENT EMPLOYMENT	① STUDENT INTERACTION WITH PUBLIC ② ENCOURAGE PUBLIC INVOLVEMENT IN S.E.C. ③ PROVIDE WORK STUDY OPPORTUNITIES	① COMMERCIAL SHOPS ② BRANCH BANK ③ MOVIE THEATER ④ RESTAURANT ⑤ LIBRARY ⑥ CENTRAL ADMINISTRATION OFFICES ⑦ PROFESSIONAL OFFICES	① AREA I ② AREA II	① PRIVATE ② SCHOOL SYSTEM ③ OTHER CITY AGENCIES	① PRIVATE ② CITY	
	CULTURAL ARTS CENTER	① PERFORMING ARTS ② VISUAL ARTS ③ EXHIBITIONS ④ SATELLITE MUSEUM ⑤ COMMUNICATION MEDIA (TV-RADIO)	① EDUCATIONAL PROGRAM FOR VISUAL AND PERFORMING ARTS ③ PROFESSIONAL & STUDENT EXHIBITS ④ TRAVELING MUSEUM EXHIBITS ⑤ BROADCAST SCHOOL EVENTS	① PERFORMING ARTS THEATER ③ PRACTICE SPACE FOR MUSIC & DRAMA ④ VISUAL ARTS STUDIOS ⑤ EXHIBIT AREAS ⑥ TV OR RADIO STATION	① AREA I ② STUDENTS (a) S.E.C. (b) DISTRICT HIGHSCHOOLS (c) METROPOLITAN	① REPERTORY ② CULTURAL ARTS FOUNDATIONS ③ UNIVERSITIES	① CULTURAL ARTS FOUNDAT. ② FORD FOUNDATION	
	MIDDLE SCHOOL	① GRADE 6-7-8	① PROGRAM EVALUATION & RESOURCE ② PROVIDE BASIC ED. PROGRAM ③ CONTINUED PROGRAM EVALUATION & DEVELOPMENT ④ TEACHER DEVELOPMENT ⑤ EXPERIMENTAL DEMONSTRATION PROGRAMS	① TIMILY JR. HIGH (REMODELED)	① AREA II STUDENTS	① SCHOOL SYSTEM ② UNIVERSITIES ③ CIVIC & COMMUNITIE AGENCIES	① FEDERAL ② STATE ③ CITY	
	SECONDARY SCHOOL	① GRADE 9-10-11-12		① INDIVIDUAL STUDY SPACES ② CLASS ROOMS ③ LABORATORIES ④ RESOURCE CENTERS	① AREA II STUDENTS			
	OCCUPATIONAL CENTER	① OCCUPATIONAL TRAINING (GRADES 11-12-13-14) ② TECHNICAL SKILL DEVELOPMENT	① OCCUPATIONAL SAMPLING PROGRAMS ② EXPANDED INDUSTRIAL DESIGN	① SHOPS & SPECIAL EQUIPMENT ② MATERIAL ASSEMBLY AREAS	① AREA III STUDENTS (REPLACES CO-OP PROGRAMS)	① SCHOOL SYSTEM ② INDUSTRY ③ UNIONS	① FEDERAL ② STATE ③ CITY ④ INDUSTRY	
	ATHLETIC AND RECREATION	① PHYSICAL FITNESS AND SPORTS EDUC. ② RECREATION ③ TO ENCOURAGE INTRA METROPOLITAN COMPETITION	① PHYSICAL EDUCATION ③ ACCESSABLE TO STUDENTS-TEACHERS AND PUBLIC	① POOL ② GYMS ③ FIELD HOUSE ④ DRESSING ROOMS, SHOWERS & ETC.	① AREA I STUDENTS ② PUBLIC	① SCHOOL SYSTEM ② YMCA ③ ATHLETIC ASSOCIATIONS ④ UNIVERSITIES	① FEDERAL ② STATE ③ CITY ④ M.D.C.	
	LOGISTICAL SUPPORT	① STORAGE ② PROCESSING ③ DISTRIBUTION	① MATERIAL ② AIR-WATER ③ FOOD } FOR ENTIRE COMPLEX	① STORAGE AREAS ② EQUIP. REPAIR SHOPS ③ FOOD PREP ④ MECH. EQUIP.	① SERVICE TECHNIITIANS	① PRIVATE CONTRACTS ② SCHOOL SYSTEMS	① CITY	
	TRANSPORTATION MBTA	① CITY WIDE ACCESS	① INTEGRATED WITH CULTURAL ARTS COMPONENTS ② TRANSPORTATION LINK TO COMPLEX ③ EXPOSURE TO EXHIBITS	① MASS TRANSIT STATION	① AREA I	① MBTA	① MBTA	
	BUS		① TRANSPORTATION AREA II ② SPECIAL CHARTER	① BUS STOPS	① AREA II ③ SEC. STUDENTS			
	AUTO		① STAFF-STUDENTS-PUBLIC NOT HAVING ACCESS TO MASS TRANSIT	① PARKING FOR 1500 CARS	① AREA I	① D.P.W. ② PARKING AUTHORITY	① CITY	



Summary: The Components and the Academic Program

In the sections on public participation in the SEC and the role of this school within the urban environment, we stress that this school must relate to the society--the publics--around it, both the immediate community and the broad range of other publics throughout the city.

The various components outlined above, some of which are described in greater detail elsewhere in this document, help make this school a magnet Secondary Education Complex. These components are expected to attract students and adults and community groups to this school from all over the city and metropolitan area. The components also help introduce people to the school--they provide inducements, points of entry, access to the school and its whole range of activities. For instance, we know certain people and groups will come to the SEC because of the cultural arts center. We hope they will not turn around and return whence they came, but will explore the rest of the school complex and find out "what's happening". We feel this is natural, inevitable and a desirable thing. The same can be said about the Community Multi-Service Center, which provides access and entry and orientation to the Roxbury community. The pedestrian concourse, linking all the components of the school together with all the publics should accomplish this task effectively.

In addition, all the components which help make this school unique and a magnet school are considered indivisible from the total educational experience for each child. They are integral parts of the educational program and learning process.



These components immeasurably increase the resources available to every student to a degree unmatched by any other school or single place in the metropolitan area. Resources include the best facilities available and the best staff, since this school will be a magnet for teachers and other professionals also. The resources available in this school will attract a calibre of teachers not normally found in urban school systems; it will lure into public education those in related fields who do not normally teach. These resources will be available to students who would not normally be able to benefit from them and they will be a part of the school's curriculum, its educational program and the learning experience of every child.

The public concourse, along which students as well as adults walk, itself is a part of the educational experience. It is conceived of as an "educational street", full of activities and facilities related to education and to high school students in particular. Exhibits and displays can make it a virtual outdoor museum. Commercial facilities offer not only an attraction to the public and the students; they provide opportunity for work-study programs within the school, student apprenticeship in sales and management, accounting, purchasing and the whole range of skills necessary to run a variety of shops and stores.

The community services division included along the public concourse which administers adult education, community service and youth and student services is designed in part specifically to assist the students in the SEC in taking advantage of educational programs outside the normal school hours and boundaries. Work-study programs could be broadened to allow SEC students to go to night school at the SEC or register as part-





time students. Thus, the additional services make it possible for the school to do a better job of fitting the educational program to suit the individual need. Some individual's needs cannot be met adequately within the normal school concept.

Part of the responsibilities of the community services division will be to bring into the school these community organizations with programs relevant to the educational experiences of students in the school. Such programs could range from a permanent branch museum of the Museum of Science to displays of the Negro Artists' Association to community organizations cooperating with the SEC in organizing a "drop-in" program.

The youth and student services division will be responsible for organizing what is termed "outreach" student activities and projects outside the school. Traditionally, student activities have been categorized as extracurricular. We propose to make them "intracurricular". The projects we have in mind are integral to the learning process. Students may tutor in elementary schools nearby (or in their own home neighborhoods across the city) and thereby learn themselves what it is to teach, what it is like to learn from a new perspective. A variety of field services suitable for students and containing equally valuable learning opportunities exist and can be organized through this office. Field research, especially in the social and behavioral sciences, can take place out in the various communities--or at one of the hospitals or museums or city agencies.

The cultural arts complex provides a unique resource. Students in the SEC can view professional performances and a





wide variety of other programs. They can watch plays produced and rehearsed. They can participate in set-making or dress-making or lighting. They can put on their own productions. Those good enough may well begin acting careers from the experiences generated by the unique opportunities offered by the SEC. The same will undoubtedly be true in photography, music making and other mixed media creative efforts.

The Occupational Services Center which we recommend should be included within the Secondary Education Complex offers obvious educational opportunities also. Students in the SEC (as well as students in other high schools) will be able to receive orientation to the trades and future occupations and further training opportunities available. With close connections between the SEC and the Occupational Services Center, SEC students can have the opportunity of entering secondary or post-secondary programs of vocational training. Again, the Occupational Services Center represents an extension of the SEC and further educational opportunities for its students.

Finally, the Community Multi-Service Center also offers the students additional educational experiences. Students can use the day care center as their "classroom" for child development or family care and early education. They can assist in the health center and learn the basics of preventive health care (perhaps in conjunction with the Occupational Services Center medical aide course). The elementary school to be located on or near the site in the same manner serves not only the community but the school. It becomes a place of learning and new experiences for the SEC students as well as the younger ones.



(And both, of course, serve the school and its educational program by helping attract staff to the school who can drop off their children while they are in school.)

To summarize, a student's educational program is no longer restricted to formal instruction nor to the classroom, nor even to the school. The additional resources of the complex represented by these unique components exist for all SEC students. They provide immediate resources outside those usually associated with the school. They lead students to the broader resources out in the communities and involve students in learning experiences far more diversified, more integrated with their outside of school lives, more relevant and meaningful than possible in any other type of school.



PART III  
SECONDARY EDUCATION COMPLEX PROGRAMS

Contents

A.	The Secondary School Educational Program	
1.	Objectives	Page 50
2.	Guiding Principles	55
3.	The Instructional House	60
4.	Resource Units	63
B.	Public Involvement in the Secondary Education Complex	
1.	General Rationale	Page 68
2.	The Publics	70
3.	Parental Involvement in the Resource Units	75
4.	Public Involvement in the SEC Houses	80
5.	Public Involvement in Centralized Facilities	82
6.	Organization of Auxiliary Services in the SEC	84
7.	Summary	90



## A. The Secondary School Educational Program

### 1. Objectives

Any school, any educator, may claim that the focus of a particular educational program is the experience of the individual student. But descriptions of that experience are so varied and educators have been forced to compromise their goals for so long, that we need once again to begin by speaking generally about school and the individual. Implicit in the following remarks are three fundamental questions: who is served by the educational program, what are their needs, and how do we meet them?

We might begin by stating priorities: the entire complex --its program, personnel, and facilities--should serve to help the individual realize his own potentials and capacities, present and future. To do so the SEC's program must be shaped by the inextricable blend of the individual's past and present history and present and future needs. The resulting experience of "school" must be meaningfully comprehensive: the student's need for independence and autonomy tempered by his need for useful and intelligent guidance; his need for privacy tempered by his need for social interaction; and his present school experience, beyond having a meaningful relation to his present out-of-school life, must be related to his future expectations. And for the school to approximate this potential, some of the conditions which have forced schools for so long to compromise their programs away from the individual--inadequate funds, freedom, staff, space, and facilities--must be reversed.

Yet, having stated that the "system" should serve the individual, we need to define him--or them--before more closely





defining the system. And we may state clearly what every teacher knows: that each student represents a unique set of experiences, problems, and expectations. And while we will not wholly succeed in defining all the relevant "individual differences", nor in determining what program is best for each student, we may know the limitations of any "individualized" program we propose. Further, recognition of this reality forces us to conceive of our responsibility in terms of "opening" the educational experience; in rethinking problems and possibilities for the Secondary Education Complex in Madison Park, we must open our minds to the total experience of the adolescent.

On the most general level, for example, we may say that our prospective student, no matter what his background, is experimenting with life--in relation to his family, his peers, his present interests, and his future possibilities. And school, to be meaningful, must recognize the adolescent's need to try things out. It must give him the freedom to choose, and the autonomy to make his own mistakes and to correct them.

Further, the areas for choice which the school provides should be diverse. Legitimate activities may take place in the school and out, in the compulsory and the voluntary programs; they may be directed toward training for a future job, toward mastery of a skill, toward general knowledge of a field, or simply toward accomplishment in leisure time "hobbies". But it is essential that a program which claims to be "individualized" include a comprehensive set of opportunities for student exploration.

Similarly, we should recognize that different students' interests and capabilities are accessible through different



channels, different approaches. For some, specific, tangible experience with things and people trigger a response and a desire to learn more; for others, the more abstract experience of reading or hearing about something suffices as a means of tapping potential. And while it is certainly too early to spell out specific curricular matters, we may recognize the meaningfully different approaches which may be taken to the same course, and the implications for organization of resources, student groups and personnel.

Further, different students may have need for different social contexts, both for the formal and informal learning experience. The privacy and independence afforded by, let us say, tutorial programs or individual "living" spaces would mean freedom for some students and restriction for others. For the adolescent who places high priority on peer group activity in school and out, we may consider ways in which the school could use this potential in its program, as well as providing facilities and outlets for informal group experience.

In effect, we are proposing something fairly simple: the individual student, the focus of our program, should be viewed within the context of his total experience--as an adolescent, as a pre-adult, as an individual in his own right, and as a member of a number of communities--the school, his neighborhood, his city. And when he is so conceived, the school experience is opened to the variety of needs and educational possibilities which are requisites to an "individualized program" for any student body.

Yet, this is not a simple matter: as we "open" the school, we open the planning task to a host of complex problems. The



numerous opportunities available to the student in such a large institution as this must be placed in a context small and manageable enough that he is encouraged to control his own program. The array of activities the school might provide needs to be reconsidered in light of this "open" approach, and the organization of the school, from personnel needs to the types and relationships of facilities, must be appropriate for the program of activities we recommend.

In attempting to formulate a program which will encourage individualization of learning, there are two problems which face the curriculum planners of this new high school. One is to prepare a program of studies allowing for a wide difference in pupil aptitude and interests. The second problem is to shape that program to the social realities of the urban conditions from which these young people come and for which they must be trained to respond with increasing responsibilities.

The first issue is woven into the situation of mass education and parental/pupil expectations. How can the school meet the needs of individuals to reach the standards of a quality education demanded by the parents? Parents usually define quality as achievement at or above grade level as measured by standardized tests. For many, academic achievement becomes of tremendous importance as it relates to college entry. The school then, needs to devise a flexible schedule of opportunities for each individual to acquire a mastery of basic skills. These skills must be agreed upon as those essential to the pursuit of knowledge in the subject matter areas common to high school programs. To accommodate the quest for individualization of pupil instruction in this introduction to the high



school, the curriculum planner must provide a variety of means from individual programmed materials or computer information retrieval skills to small and large group instruction. An essential part of the house organization would involve a program of individual counseling and testing to assure the orientation of pupils to the responsibilities of individual program plans.

The second objective of the school would be to present a rich spectrum of subject areas in all fields upon which individual programs could be planned for college goals or for immediate entrance into the world of work. Non-grading and non-tracking is vital so that students can be given time to solicit aid in formulating individual goals and to make changes as they form decisions about their goals. Students must be allowed sampling opportunities so that they can make wise choices about their futures.

Apart from personal educational or work goals, the student needs an opportunity to explore his interests and to assess his strengths and talents. The third objective of the school would be to encourage individual creativity and personal development. This objective calls for a broad range of activities from the visual and performing arts to physical health and recreational activities.

The fourth objective would be the unique feature of this school in the life of the community. The school would enter the field of social action by involving students, faculty and community people in a cooperative endeavor to encourage positive implementation of student learning in the life of the city. This is what we mean by citizenship action. The student would be concerned with the issues that are important to the community





--urban renewal, welfare, city government, parks, recreational facilities, air pollution--but in more than discussion of the topics. They would be instructed in the "how" of getting action and expected to carry out projects with adults in the community. This objective could be the link between the traditional school day and the "open school day". Hopefully, under a non-graded system the "mastery of basic skills" objective could be attained in a shorter period of time than the present four-year schedule, enabling students to participate more fully in their personal and social growth programs before graduation. Thus, as stated previously, the entire SEC with all its components is part of the educational program and all should be used to further the objectives listed above.

## 2. Guiding Principles

In line with the above objectives, certain basic principles and guidelines have been established in determining the educational program of the SEC.

a) This school must offer multiple options: that is, the program should provide educational opportunities for every student and every kind of student in the city, no matter what his ethnic background, socio-economic class, or educational preparation may be. This arrangement implies a wide variety of curricular offerings at various levels of difficulty. It also implies the provision of remedial classes where needed, more advanced learning opportunities for students with special talents, and classes directed toward the career goals of every student. There should be no formal freshman, sophomore, junior and senior years (some students might move out in three years, others in five or six) and no rigid course groupings such as



academic, general and vocational. A student in his second year in this school might be taking advanced math (or no math at all), medium level science, an exploratory course in industrial arts, or a general course in communications, and might also be spending time in a reading laboratory catching up to the rest of the students. Such a broad scope of choices will require much more intensive and extensive guidance procedures.

b) This school will provide a program to suit every student. This does not mean that no one can or ever will drop out of this school. Every student must work out such decisions for himself (with the aid of counselors and teachers). It is for this reason in part, that the complex must have a very close relationship with the Occupational Services Center currently being planned.

c) Students should take an increasing responsibility for their own learning. They should be given a considerable degree of choice about what they are going to study. Student responsibility will be one of the main principles governing the development of the curriculum for this school. As much as possible, the design of interior spaces will be oriented toward individual and small-group learning.

In addition to these guiding principles, the following recommendations for the organization of the complex are emphasized:

a) The complex will be organized on the "house" plan, each of four instructional houses to contain approximately 1,250 students. Each house will be divided into five Resource Units of 250 that will serve both boys and girls of all secondary school ages and at all levels of achievement. (Each house will be architecturally distinct from the others and a separate physical entity, though not necessarily isolated by open space.



This becomes an interesting problem for the space planners and architects to solve.) A house should be able to create its own individual style and to alter its facilities to suit its needs.

b) Not all of the education will go on in the instructional houses. Some activities, even though they may be represented in the house, will have special facilities of their own; science and advance technical studies, art, music, and physical education. There will also be central library, central food preparation, and central administration facilities in addition to those provided in each house.

c) The kind of education envisioned here will necessitate major innovations in the conventional procedures by which secondary schools are operated, especially procedures related to programming and scheduling. A few of the considerations that will force such a rethinking of our present procedures are these:

- 1) formal classroom instruction will be de-emphasized with "classes" tending more and more to be "laboratory" sessions. In many cases, individual students inhabiting a particular room at a particular time may be doing quite different things at differing levels from other students in the room.

- 2) at times during the day students will be free to choose from a wide variety of activities. Hence, large amounts of time must be provided in the schedule for independent study in "labs" or Resource Units or even outside of the school.

- 3) Students will be meeting in groups of various sizes from two persons, to five persons, to 15 persons, to 24 persons, and perhaps on occasion in larger lecture-



size groups.

4) since there will be a wide diversity of offerings and programs, each student's program will have to be developed individually. This will require a highly complex system of guidance for the development of student programs. It will also require a computerized program for dealing with schedules and record keeping.

d) Learning materials and their availability will also have to be looked at in a new way. Conventional materials, such as books, maps, charts, pictures, and lab equipment will have to be available in each house, resource center, or special center, as well as in the central resource center. But new kinds of materials--audio and video tapes, films and film loops, etc.--will have to be available either on an "immediate access" basis through a central computerized system or through cartridge loading devices in the houses, or both.

e) Learning materials, too, will increasingly have to be developed on the spot by both students and teachers. It is for this reason that each house and specialized center will require laboratory workshops where such materials can be produced, plus a central school laboratory, adequately staffed, for more complicated work.

f) The role and function of the teacher must now be interpreted more as that of guide and advisor to students who will operate more on their own responsibility. Ideally, teachers will be spending most of their time directing independent study projects by individual students or small groups. Teachers will need their own work areas for this kind of work. We also propose that assistant teachers and non-professional





aides be used and that some of the teaching be done by advanced students.

g) The school's physical environment should express the wide range of needs proposed by the educational program. It must provide for varying levels of flexibility and rates of change, e.g., a room partition could be moved over a weekend or furniture, lighting, and storage units could be changed at will. Special consideration should be given to the design of the multi-service facilities to insure full utilization (divisible auditoria, swimming pool, convertible from indoor to outdoor use, etc.). It is desirable during the design stage to simulate proposed space organizations and academic schedules on a computer using GASP (Generalized Academic Simulation Program).

h) In order that the city may receive a maximum return on its investment, the school facilities should operate 12 months of the year and at least 16 hours a day. All facilities should not only be heated but cooled. In addition, the environment of the school, both internal and external, should be one of amenity, including acoustical control perhaps through the use of carpeting and other sound-reducing materials.

i) This complex will include the secondary section of the model demonstration sub-system.

The impact of these principles and guidelines on the school curriculum and on its scheduling practices is extensive. At this time the curriculum is not fixed--indeed curriculum development must be a continuing process even after occupancy of school facilities.

Over the next four years the total school program will be designed through the Office of Program Development with the assistance of 1) the secondary education group of the Model



Demonstration Sub-system, and 2) the Title III Planning Center. These resources make possible the planning implementation and evaluation of new curriculum components, flexible scheduling practices, inter-disciplinary activities, varied student groupings and teacher training programs. This arrangement has one essential advantage: that experience in the program and procedures to be adopted for the new school will be first-hand. The nucleus of an administrative, teaching, guidance, programming and planning staff is being pre-oriented to handle the problems involved in educational change.

### 3. The Instructional House

As mentioned previously, the more strictly academic portion of the educational program will take place mainly in the SEC Houses and within each house in the Resource Units.

#### a) Goals:

Basically, a House System has been decided upon to divide the 5,000 student complex into smaller sub-units. The most significant reasons for adoption of the House plan are to:

- 1) establish a basis for group identification on the part of the students

- 2) allow for effective personal contact between administrators, teachers and students

- 3) provide a format for innovation of educational procedures in readily accessible student groups

- 4) establish environmental areas within which, if the need and occasion arises, commonly shared pupil interests might be developed through mutual association

- 5) offer a base for continuous professional counseling and guidance on a proximate rather than remote level



6) provide in a large architectural complex a logical center for study, research and instruction in most subjects offered in the SEC while reducing considerably time lost to pupil traffic

7) present opportunities not only for maximum individual participation in whatever activity student interest is generated but also for inter-house competition in each of these activities.

The House System proposed in this report seems to maximize each of these advantages without introducing unnecessary and unproductive facility duplications.

Considerable discussion has centered on the topic of house size. Essentially the problem involves two major considerations. The first and most often conceded of these is that in order to develop the comprehensive character of the school (i.e., provide variety of offerings, individualization of program and flexible scheduling) a sufficiently large number of students, teachers and facilities must be included in the instructional mix. The second and equally important point is that in order to provide an improved administrative school unit (i.e., establish effective working relationships between administrators, counselors, teachers and students) a limit must be set on the numbers of persons involved in the administrative mix.

Therefore, it is proposed in the Secondary Education Complex that there should be four instructional houses of approximately 1,250 student capacity. Ideally each house should be physically separate from each other house at least to the extent of having separate approaches and exits in order that inter-house traffic be kept to a minimum. Each house would contain students from all four high school years, students of mixed talents and aspirations. Initially, assignments to houses will be on a random basis although assignments on other bases must be considered as the educational policies of the school continue



to develop.

b) Activities:

Each house in the SEC must meet the individual needs of the student for basic skill mastery and for proper self-analysis of his educational and/or vocational goals. A wide range of curriculum offerings will be offered in the house including language arts, mathematics, social studies, science, business education, home economics, industrial arts, art and music.

Offerings not included in the house would be those which require facilities either too costly to duplicate in each house or too specialized to attract sufficient selection in any one house. Facilities for them would be provided in specialized facilities shared by students from each of the four houses.

House activities include the more scheduled content resources, e.g. formal classes, laboratories, seminar rooms, etc. It is within the houses that curriculum development and most formalized class activity will occur. University assistance in program development will consequently be most intense here.

The house will be the basic administrative unit of the school, each with its own headmaster who has some autonomy in policy-making and internal operation. The house ought to include a first aid station maintained by a nurse. Eating, whether in a cafeteria or dining hall, would be organized on the house level though not under any circumstances in one massive room serving all or even half of the residents. A series of smaller rooms surrounding the food distribution facility is the more attractive alternative.

Student activities will include student clubs, student competitions and resources too expensive to duplicate at the





level of the Resource Unit (e.g. photographic darkrooms and audio-visual centers).

Community and adult activities would take place within the house (as well as centralized facilities). Evening classes, seminars, lectures and meetings can best be accommodated within the houses.

#### 4. Resource Units

##### a) Goals:

Each of the four 1,250 student houses should be divided into smaller Resource Units. The concept of the Resource Unit is based on the following sociological and educational assumptions:

1) Each student needs a focus of identity within the total school and within each house.

2) The Resource Unit should be small enough so that each student knows every other member on a first-name basis.

3) The Resource Unit should be heterogenous--that is, reflect a cross-section of the student body (age, sex, class-level equivalent, ability range, ethnic-geographical, etc.)

4) Further, the Resource Unit should be small enough and intimate enough so that informal interaction within the group will tend to be among heterogeneous members; that is, not based on the functions of cliques.

5) The Resource Unit should include a number and variety of adults whom each student would know intimately and who would know each student and with whom each student could interact on both a regular and an informal basis.



6) To accomplish this, there should be a pupil-adult ratio much lower than the normal pupil-teacher ratio.

7) Guidance and counseling services should be provided within the Resource Unit where intimate interaction is greatest.

8) Parental involvement in the school should also take place mainly at the Resource Unit level where they also can identify with the school and best interact with school personnel.

9) A set of individual and informal activities should be freely accessible to each student and this accessibility is best provided by the Resource Unit within each house.

10) The Resource Unit should encourage students to embark upon a greater degree of independent study than under traditional organization.

There would be 20 Resource Units in all, each distinct from each other and having a separate physical embodiment--but organized within the House System, five within each house. Each Resource Unit would contain 250 students and would have assigned to it 15 teachers. Approximately 10 of those 15 teachers would spend a major portion of their time in the Resource Units acting as teacher advisors to students. These teachers in addition to having certain students as advisees would spend some of their time in the Resource Units in unprogrammed activities, thus available to any student as a resource to which the student could come for informal consultation or advice on a number of topics.

Other teachers, while assigned to the Resource Unit, would spend most of their time in the Centralized Facilities which



might demand more of their time. They might also be responsible for organizing a variety of activities for the Resource Units outside the units themselves. Regardless of the duties a particular teacher would have and regardless of how much time he would spend in the Resource Unit, the point is that every teacher would be assigned to one of the Resource Units.

Teachers, as students, will each have a home base and each teacher will be mobile.

In addition to the teachers assigned to the Resource Units, each Resource Unit would have three paraprofessionals assigned to it plus a secretary to assist in the administration.

There will be one teacher who will be chosen to be the Resource Unit director. He would be the basis of a new type of administrative hierarchy, with Resource Unit Directors responsible to House Masters. Each Resource Unit would be staffed with a highly trained guidance counselor. The counselor with the continuing assistance of a group of teacher-advisors from a diversity of subject disciplines within the school would be responsible for the guidance (career, program and personal--individual and small group) of each student in the Unit. He would have access to all official student records, and would be responsible for keeping them current.

b) Activities:

The Resource Unit would have the following function and activities:

1) Within each Resource Unit every pupil would find a material location where he could leave his personal possessions.

2) Within each Resource Unit every pupil would be assigned one teacher-advisor who would assist him in



programming his choices for individual instruction, independent study, and involvement in classes and Centers (House and School level activities) throughout his four years.

3) Within the Resource Unit the teacher-advisor would provide the initial contact, parent-liaison, record control and personal counselor role currently assumed by the "home room" teacher. However, regular and scheduled meetings between the teacher-advisor and his entire group of 25 students would be less frequent than the "daily-at-the-same-time" home room schedule. There would be individual meetings, less formally scheduled and at varying and convenient times.

4) Within the Resource Unit every pupil would be able to maintain and develop his/her own Continuous File (CF). The CF would enable each pupil to store copies of his total record of solid accomplishments (papers, poems, stories, art work, etc.) and would be separate from official school records.

5) Within each Resource Unit pupils would have access to a sub-library (or media) unit with variable potential individual or small group work through books, film strips and other media.

6) Within each Resource Unit pupils would have available the possibility for informal interaction and recreation in a place that they could identify with as their own.

7) Within each Resource Unit pupils would together form the basic unit of student representative government and student initiated small group activities.





8) This is the level at which a number of part-time paraprofessionals might be employed to support the Resource Unit staff in a growing variety of roles.

9) Another function of the Resource Unit would be to act as the point through which teacher-trainees begin to learn the new approaches to education.

10) The Resource Unit would serve as the basic point of contact for individual parents and the part of the SEC to which parents would relate. (More will be said about this later.)

11) Students would receive their first introduction to the House and SEC through the Resource Unit. It is at this level that initial pupil orientation to the SEC would be organized (cf. sampling period recommendation which follows). The small scale socialization made possible here over the first months of every school year would enable incoming pupils to become adjusted to the school, learn the "ropes" of the Resource Unit, then Houses and Centers of the SEC. A pupil who had spent more time in the SEC might eventually, utilizing the potential of the SEC, spend progressively less time in the Resource Unit.



## F. Public Involvement in the Secondary Education Complex

### 1. General Rationale

Historically, there have been three categories of rationale for what most people call "community schools."

First, that of relevance: that meaningful education could not take place if insulated from the environment and real world for which children were being prepared.

Second, that of social service: that schools were in a position to provide services that were not strictly educational but which were sorely needed and which also affected the school's primary goals of educating and training children.

Third, that of economics: that it is extremely wasteful to allow expensive public buildings to remain closed and unused in the evenings, on the weekends, and during the summer months.

These rationales are still valid today with reference to this city-wide school and they comprise part of our conception of public participation in the SEC. We hope to make the SEC relevant to its urban context and to expand its role in the total society in which it exists; the school will operate year round and for longer hours each day including weekends. It will serve a greater variety of people in a greater variety of ways than traditional or even "community schools."

A community school implies service to one particular community. As a city-wide public high school the SEC will serve all communities throughout the city and will stand as a major public institution for the entire city and metropolitan area. For the SEC, the concept of public participation will be expanded to include a broader range of public activities within the school and at the same time an increased role for the SEC



within both the immediate and total city environment.

The traditional isolation of the school from its environment has serious and dangerous consequences for the quality and effectiveness of public education in today's cities. We seek to deinstitutionalize the SEC and to integrate it with the various communities it serves throughout the city and with the city as a whole. Such integration involves reaching out into the communities with school programs. It also involves bringing the public--individuals, groups, and institutions--into the school. Both processes must take place at a variety of levels for there to be effective integration and de-institutionalization.

The positive benefits accruing to the school from such efforts should be manifold. We believe that the degree of public participation with the SEC will directly affect the degree of public identification with and support of the school, and studies elsewhere bear this out. The greater the public identification with the SEC, the greater confidence parents, communities and the general public will have in the school and those who staff it.

The alienation from institutions of city government to which so many have called attention in recent years produces frustration and hostility which inevitably focuses on the schools as at once the most immediate and least accessible institutions of city government. This alienation is not restricted to any particular community but is becoming more apparent among the entire citizenry.

As a particularly large institution, the SEC must make special attempts to reduce the increasingly eminent feeling of alienation by encouraging public identification with the school



through increased public participation in the SEC and the expanded role of the SEC in public life.

Finally, the SEC will take full advantage of what the publics--from the museums to business and industry to community and parental experience--have to offer to the educational process and to learning.

## 2. The Publics

John Dewey's phrase "the publics" to describe the broad range of communities within society is particularly useful and relevant to the discussion of the SEC, which as already emphasized, will be a city-wide high school.

There are four major categories of "publics" to be served by the SEC. All will contribute to the school; all will participate in it and all will be affected and in some ways changed by it.

The first is the total community, in this case the greater Boston metropolitan community. The SEC is being planned as a magnet school--a school complex which will act as an educational and cultural attraction for the entire metropolitan area. As such, students and adults will come to it to see performances and perhaps exhibitions which they could not see anywhere else. The educational resources concentrated in this complex will allow educational programs unique in quality and in kind.

In addition to the individuals attracted to the school, the SEC will establish programmatic links with cultural, educational and civic institutions to run joint programs, to establish satellite museums, to train personnel and so on. Strong ties with business and industry will emerge. The SEC relationships with the universities will be particularly strong. All these





groups and institutions are "publics" and will participate in the SEC. (Their roles are discussed elsewhere.)

The second category of publics is the city-wide category mentioned in previous documents. In this category are the individual communities throughout the city. These communities will send students to the SEC, they will use the educational and cultural facilities of the school, they will participate in school activities although they live far from the school site.

Pupil flow patterns for Boston's central and district high schools reveal that there is at present a tremendous movement of students each day across the city--from the central city out, to the central high schools from every part of the city and so on until the lines fill the map. There is already a strong tradition in Boston of students commuting to high school. The SEC will be perfectly compatible with this tradition and we expect large numbers of students to come to the SEC from the city-wide public and that this will provide a firm basis for public involvement on the part of individuals and groups from the city-wide communities.

Third is the easy reach or category II publics, those publics closer to the school but not immediately adjacent to the school. Individual and community groups will both use the school more frequently, perhaps for a greater variety of activities. Again, physical distance will not act as a barrier to public participation. The educational, cultural, commercial and recreational complex will be a sufficient magnet to draw participants from the easy reach communities.

The fourth category of publics is the walking-distance neighborhoods adjacent to the school. Since the school will be such a large institution with a city-wide focus and thus



attracting large numbers of people to the area every day, the relationship of the school to the surrounding area must be particularly well planned. It is recommended that a special community multi-service center be established to provide community services related especially to the local Roxbury community. In addition of course local residents--parents and others--and community groups will participate in the educational and cultural activities of the complex along with those from other areas of the city.

The details of the community service center and other facilities to encourage public participation will be discussed later in this document. Below is a rough outline of expected public participation by major participants within the various publics according to the general types of programmatic links or activities anticipated. This cannot be considered complete or accurate; nor is it based on surveys of any kind. It may be considered a hypothesis. In general, there will be two types of participation--individual and community. Individual participants--either parents or other adults--will come to the school individually (not in any organized group). Community participants will come in groups as groups, organized and constituted beforehand. We expect different participation patterns to emerge; groups will come for some activities while individuals won't and visa versa.



<u>TYPE OF PUBLIC</u>	<u>MAJOR PARTICIPANTS</u>	<u>MAJOR PROGRAMMATIC LINKS</u>
Metropolitan (The total community)	1) Universities	a) educational program and student services b) adult education c) cultural and civic activities
	2) Business and Industry	a) educational program and student services b) adult education c) cultural and civic activities
	3) Cultural Institutions	a) educational program and student services b) adult education c) cultural and civic activities
	4) Other service groups	a) educational program and student services b) adult education c) cultural and civic activities d) community services e) recreational activities
City-wide Communities (I)	1) Parents	a) educational program and student services b) adult education c) cultural and civic activities
	2) Individual adults	b) adult education c) cultural and civic activities
	3) Community Service Organizations	a) educational program and student services c) cultural and civic activities
	4) Community Social Groups	c) cultural and civic activities
Easy Reach Communities(II)	1) Parents	a) educational program and student services b) adult education c) cultural and civic activities
	2) Individual adults	b) adult education c) cultural and civic activities



Walking Distance Community(III)	3) Community Service Organizations	a) educational program and student services c) cultural and civic activities d) community services e) recreational activities
	4) Community Social Groups	c) cultural and civic activities e) recreational activities
	1) Parents	a) educational program and student services b) adult education c) cultural and civic activities d) community services e) recreational activities
	2) Individual adults	b) adult education c) cultural and civic activities d) community services e) recreational activities
	3) Community Service Organizations	a) educational program and student services b) adult education c) cultural and civic activities d) community services e) recreational activities
	4) Community Social groups	b) adult education c) cultural and civic activities d) community services e) recreational activities

A fuller discussion of the types of relationships indicated in this chart will follow later in this report. Parents (as individuals) will relate to the school differently than community groups; those from one community differently than those from another. And of course, the public will all relate differently to the Resource Units, Houses and Centralized Facilities.





### 3. Parental Involvement in the Resource Units

#### a) Goals and Activities of Parental Involvement

The basic focus of parental involvement within the school will be at the smallest unit of the school, the Resource Unit. Here parents and students both should be able to identify with the school on an intimate and personal basis. Special efforts will have to be made if the SEC is to overcome the traditional image of schools as foreign and isolated institutions to which parents unquestioningly--and perhaps unwittingly--submit their children.

To date, parental concern for education has not been translated into active participation in school affairs. Parents have been kept at arm's length by school officials all over the country--parents rarely visit the school unless summoned. They know very little about what goes on in schools. Consequently, opinions formed are based on little first-hand information or on parents' memories of what education was like when they went to school.

What has resulted is that in situations where school officials have enjoyed the confidence of parents, parents have confined their interests to report cards and cake sales or other after-school type activities. Where school officials have not enjoyed the confidence of parents, the results have been more serious; considerable misunderstanding, increased lack of confidence and suspicion, and a resultant tension which spills over into the school. In situations (typical of large urban school systems) in which teachers are of a different socio-economic class and/or ethnic background than their students, the parent-school tensions assume even greater significance.



Parental interest in education has never been higher than it is today. There is no reason to believe it will diminish in the next decade. Therefore, we feel that the SEC ought to assume the initiative in planning for parental involvement in a way which allows that involvement to be the most productive and the most meaningful.

We postulate that for this to occur, parents ought to be able to identify with the school and feel it is in some way their school. (Of course, as a public school, it is their school; normally, however, parents do not feel this identification.) In addition, we postulate that parents ought to be able to find out what's going on in the school: what the school's policies and rules are, what's going on in the way of public events; how their children are getting on; who their teachers are and so on. Only if parents are able to establish identification with the school, develop knowledge of how the school operates, and get some feeling about the general mood of the school can they reasonably support the school and contribute to its success.

We submit that this does not normally happen in today's schools--whether in Boston or elsewhere--and that the lack of adequate parental involvement represents a potential for misunderstanding, alienation, and lack of support which could have serious consequences for the operation of public schools and the success of their educational programs. Parents have a good deal to contribute to public education: they can only do so if they become involved within the schools.

Consequently, we hope to increase the scope and frequency of parental involvement in the SEC and have programmed several supporting facilities and activities to foster public access to



the school. These include commercial facilities along a pedestrian street or concourse, cultural facilities with a city-wide focus, community facilities for use by individuals, groups and organizations, and easy access to the school via public and private transportation from all parts of the city and metropolitan area. (These are discussed in other sections of this document.)

In the Resource Unit, parents should have fairly easy access to the Resource Unit area and to the teachers in it. By this we do not mean that parents can contact teachers purely at their will at any time but that they can come to the school at any time and be assured of a place to go, someone to attend them and put them in touch with teachers or team leader in the Resource Unit when it is convenient and so on. We do mean, also, that parents should be able to initiate visits to the school, drop in for informal chats or conferences with the teachers and staff. Some teacher time in the Resource Unit will be relatively unprogrammed to accommodate this activity. Teachers during some part of their day act as unprogrammed resource people to both students and parents within the Resource Unit. (There will be at least one teacher and/or para-professional free to do this within each Resource Unit during all or most of the day.)

Since the Resource Unit is a guidance-counseling unit, the relationships and interactions between the Resource Unit team (team chairman, 15 other teachers, one guidance counselor, secretary and three paraprofessionals), students and parents are expected to reinforce the educational program.

It is to the Resource Unit that parents will come to confer with school staff about their children. Parent-counselor



consultations and participation relating to guidance and counseling will take place at this level. If it is possible --and it should be--for every team member to know every child personally by name, then every parent ought to be able to know at least one team member personally also.

Notices for parents will be posted in the parents' room of the Resource Unit (as well as mailed when appropriate). Information concerning the school will be available here--both through literature, and through the Resource Unit team members.

Mention should be made here of the external or outreach component of Resource Unit. Integration of the school with the community, a basic theme of the whole school, implies taking the school out into the communities as well as involving the public in the school. A comprehensive guidance and counseling program for the school must include a highly professional guidance counselor, teachers sensitized to counseling roles, parental involvement in the Resource Units but also family counseling in the home environment by trained social workers operating in the various communities. Consequently, it is planned to have 16 or 20 family service unit type social workers attached to the school but operating out of community service organizations in the various communities. They would be coordinated by the centralized community services center, but would relate and relay information to each Resource Unit guidance-counseling team. We feel that these social workers should be full-time and spread throughout the city. Their salaries could be paid for or subsidized through the school.

b) Staff and Administration re: Parental Involvement

In the initial description of the Resource Unit, the staff and administration of the group has already been reviewed





The team leader and the team are expected to relate to parents as well as students. We expect and hope that parents will be frequent visitors to the school and familiar faces around the Resource Units. Therefore, the entire team will have contact with parents.

Student guides, with the expanded role in administration described earlier, will also be expected to assist parents who come to the Resource Unit for consultation or information.

Paraprofessionals deserve special attention here also, although they have been described elsewhere in greater detail. Since the Resource Unit is essentially a guidance-counseling unit, paraprofessionals will be trained in skills relating to guidance. They ought to be given some training which will help them assist parents who come to the Resource Unit for information about the school or about their children. It is anticipated that some parents may feel more comfortable talking first to paraprofessionals who do not bear the traditional aura of a teacher, which can, with certain individuals, impede communication. Therefore, the paraprofessionals are the staff who will relate to the parents in ways similar to the rest of the team, consulting and providing information, and they should be given the necessary tools to enable them to accomplish this task effectively.

#### c) Summary

The focus of parental involvement in the school will be in the smallest unit of the school where parents can have easy and informal access to teachers and counseling services, where they can learn about what's going on in the school, where they can identify with the school and interact with teachers and other



adults in the Resource Units in an intimate, personal way.

To accomplish this, a parents' room and adequate consultation facilities must be provided. In addition to counseling services provided in the school and parental involvement, a network of social workers in the field attached to community organizations must be programmed into the school so as to give comprehensive family-student guidance services.

#### 4. Public Involvement in the SEC Houses

##### a) Goals

Whereas the primary focus of parental involvement should be the Resource Units rather than the Houses, per se, the primary focus of public involvement by community groups should be the Houses--as well as the centralized and special community facilities and components.

Public involvement in the Houses will be public participation by organized groups and organizations from the various communities throughout the city of Boston. The emphasis on group and not individual involvement in the Houses is due to the fact that most activities involving individuals as individuals (library, shop work, etc.) are better accommodated in the centralized facilities. The Houses contain facilities most suitable for groups of people meeting as groups--for a common activity.

The major goal of public participation in the Houses is the integration of school and all publics by provision of facilities and activities designed to encourage public access to the school.

Access means access both to the facilities in the Houses and also to information about the educational program and operation of the Houses. Toward this end, we feel that any



PTA, Home and School, or other community organizations concerned primarily with this school should be organized on the House level. Houses of 1250 students should provide an adequate basis for strong parent-community organizations concerned with education in the Houses and at the same time allow for a degree of intimacy not possible on the total school level.

b) Activities and Facilities re: Community Involvement

Group or community activities which will take place in the Houses are essentially those which need group space for general activities--as contrasted with activities which are more suited to specialized facilities, e.g., swimming or theatre. We anticipate no major section of the House set aside for community or adult activities. Rather, community groups should be able to use most student activity areas.

Lectures, formal adult classes, organization meetings, seminars, and social activities can all take place within the Houses. There should be enough public activity within the SEC to justify such events taking place in every House, not just one or two. It is especially important therefore that the auditoriums in each House be used by community groups as well as by students. Adults ought to have a lounge with easy chairs in which they can relax and smoke, talk or read. This too ought to be used by students for the same activities. Perhaps only the older students would have access to this.

Community groups will share classrooms and science laboratories, seminar rooms and lecture halls in the Houses. In addition, they will be able to use the auditorium-cafeteria-lounge complex in each house. One large room could be used for both the auditorium and the cafeteria and should be divisible



and able to accommodate 350-400 people in either activity. In addition, there ought to be at least one lounge and possibly two, to allow people to relax before or after eating, read magazines, smoke or talk.

One city-wide need is for suitable space for sit-down dinner meetings. Therefore, this complex ought to be able to accommodate caterers to such groups (whether or not they cook the food in the school, whether or not the caterers are private or part of the school staff) and they ought to have a decor suitable to such meetings as well as high school use.

The universities who will be involved in teacher training need office space, counseling space, instruction space and at least two classrooms with one-way walls so that another class of observers (approximately 12) can watch the teaching and classroom behavior.

#### c) Staff and Administration at House Level

In addition to an expected parents' group which presumably will be involved in school affairs, we expect there will have to be a governing council of some type to assist in coordination of school and public resources and in relevant policy-making. The governing council would represent every major type of participant involved in House activities--universities, agencies community organizations and in-school participants including teachers, central administrators, paraprofessionals and students. It would be fairly large and should have a council room for approximately 35 people (perhaps one of the lounges or one of the seminar rooms) with decor appropriate to the position of the governing council.





5. Public Involvement in Centralized Facilities

a) The Media Center and Home Economics Center

The centralized facilities of the SEC--in addition to the various components already discussed--which students, staff and publics will all use are:

1) Media Resource Material Center (including library)

2) Home Economics and Family Life Center

These facilities will also be open to public use for individual and/or group activities. Adult education classes could make particularly good use of both the media center and home economics center. The media center--especially the library --will remain open as much as any other school facility--probably 80 hours per week--for the fullest possible use by students after normal school hours (students from SEC and other schools), adults and even staff members and teachers from other schools. In addition to a fine collection of books, it is anticipated that the media center will have a full range of tapes, records and other learning media. These too will be shared by adults.

The home economics and family life center will have the full range of the school's home economics course. Adult cooking, sewing, dress-making classes would be able to use these facilities.

b) The SEC Components

Not much more has to be said about the SEC components here, since previous sections have emphasized that the whole concept of the SEC and its components are based on the magnet concept of encouraging public involvement and participation.

In most cases, public involvement will take the form of sharing facilities with the students--if not at the same time, at least using the same facilities after normal school hours.



6. Organization of Auxiliary Services in the SEC

a) Introduction

Although the total school organization will be considered in a later section some mention should be made here about how various aspects of public involvement in the SEC and SEC "outreach" programs will be organized. We are not thinking so much of parental involvement here as we are of community involvement, adult education and student service programs. This is also in addition to the Community Multi-Service Center which relates primarily to the Roxbury community.

A division of Auxiliary Services is proposed. It would have three branches:

- 1) adult education; both public and private and possible university extension courses.
- 2) public services; including the use of the SEC components (except the Multi-Service Center), other centralized facilities and SEC Houses by all the publics; coordination of groups and institutions (other than universities) involved in joint programs with the SEC.
- 3) youth and student services: including both special in-school programs run for students of the SEC (and other youth) and out-of-school programs for students and other youth in which SEC students and staff would be involved.

We expect that this office will be located in a central position along the public concourse.



b) Adult Education:

Adult Education would encompass formal programs run within the SEC by both the Boston Department of Adult Education and Recreation and the Boston Adult Education Center. These posts most likely would be staffed by representatives of the two organizations. They would require their own offices, a common lounge, and some storage facilities set aside in the various Centers. In addition it is hoped that the Office of Program Development will be able to explore the possibility of offering university extension courses through the SEC. Boston University and Harvard are two universities which offer such night school courses and which might wish to establish branches in the SEC. The Massachusetts Department of Adult Education might likewise use the SEC facilities.

c) Community Services:

Three divisions of responsibility are predicted here: the first, External Organizations, concerns the relationships between the SEC and external formal organizations. This would range from other schools, institutions (like museums) to those organizations renting office space within the SEC.

It is anticipated that some organization existing elsewhere in Boston might wish to establish some formal relationship with the SEC, perhaps even to the point of utilizing facilities with the buildings. Thus the Museum of Science might establish a Branch Museum, the Museum of Art, etc.

Obviously, the communities that are nearer the site may be expected to make more use of the public facilities and potentially of the SEC than those farther away. One could postulate that the closer to the school the greater the frequency of contact and the smaller the average size of the groups making use of t



SEC facilities. Activities that are more closely related to the nearer community could be located along the public concourse. These might include a credit office, a cooperative store, and other public non-profit activities that relate to the community and might be of educational value to the pupils. Space should be available for branches of community action groups too. The functions of these groups would be different from those to be found in the Multi-Service Center.

There exists considerable work for a sub-office under Community Services devoted only to External Organizations.

The next two sub-divisions concern the individuals in the different "publics" of the school (non-parent and non-adult education classes) who wish to become involved in or use the school facilities. This could range from paraprofessionals to planning for having the gym open Sunday evenings for public roller skating. Such administrative units are necessary to ensure the SEC does function as a magnet to all four publics. Staff in these special offices can assist in developing activities that will make full use of the other Centers (Media, Recreation, Home Life and Technology).

#### d) Youth and Student Services

Youth and Student Services may cover a wide range of in-school and out-of-school activities and programs both for students attending the SEC after school and on weekends, and for youth of high school age who are not attending any school. Both aspects of the programs would be city-wide in scope. Though all the possible student activities administered by this section cannot be catalogued now, it is necessary to recognize the need for offices and administration.





The educational process will extend outside the SEC. Activities may be extended into the external environment that involve students and staff, so that the school day and learning is not limited to eight to three o'clock. This will serve to create a more intensive total experience for the pupils.

Tutoring, after school and weekend activities should be coordinated through a department of Youth and Student Services. Through this department students may be involved in service (paid and voluntary) activities in various communities in Greater Boston (hospitals, church groups, community agencies, social work centers, day care centers, tutoring programs, recreation programs, cultural programs, youth centers, teen clubs, etc.). Many of these programs might be student run, but coordinated and supervised by the Youth and Student Services Center; others would involve the students being placed in outside agencies. Such programs would not be in competition with other after school and weekend programs run by the Youth and Student Service Center for pupils within the SEC (such as an intensive Inward Bound Program). Another externally oriented program which could be run on Saturdays throughout the school year could involve the students working in different city-wide communities on urban improvement (modeled on the 1966 and 1967 Roxbury Work-Study Summer Projects).

It is proposed that the involvement of some of the staff in these informal educational activities be encouraged through a system of released time or even joint/shared appointments with other agencies. Thus some teachers might work half time within their Resource Unit, House or Center, and half time outside the school through Student Services. This would require someone within Student Services who was responsible for



coordinating, arranging, and supervising staff external activities. Such an arrangement might also apply to staff that worked both within the SEC and in one of the four special student programs (Drop-in Center, Half-Way House, External Study Center, Rural Residential Center).

This sub-office might also coordinate tutoring programs for SEC students who would go out to other primary schools from three to twelve hours a week to teach individual pupils, lead special small group classes in subjects or the visual or performing arts, recreation, or trips, etc. The purpose of these "tutoring" activities (which also would be planned by the advisors of those students who are to be involved) would be to acquaint the high school students with what it means to be a "teacher" and put them in positions of responsibility and reward (the gratification received from working with the younger pupils).

There are possibilities that through the office of Youth and Student Services city-wide field studies and research activities might also be coordinated in conjunction with a student's advisor.

There are at least four types of special programs that might be administered for that special youth population that has dropped out of school. There exist an unknown number of 16 to 21-year-olds who have left school and might be reached through a variety of special programs that could be based within the SEC. The SEC should establish a division of Special Student Programs that would be responsible for administering a number of new approaches to drop-outs.



a) A Drop-In Center through which pupils are encouraged to return to school under special individual programs; even rechanneled into a Resource Unit. At the Drop-In Center other pupils could receive tutoring for the GenEd (High School Equivalency Examination). This type of program should be open 16 hours a day and on weekends.

b) A Half-Way House related to the SEC where pupils could be housed in boarding facilities to help tide them over unusually difficult situations in their environment that have been identified by their advisor and the family service worker (see Housing Component).

c) A Study Center out in the community where pupils who have been "turned off" by formal schooling and won't contact the SEC might be reached and assisted.

d) A Rural Residential Center outside Boston in the country where pupils who are in conflict within their urban environment might be allowed to study in an intensive residential-treatment-educational setting free from the pressures constraining learning in their urban situation.

A number of other special student populations are not mentioned here, but are recognized. They are students who have been in mental hospitals, in reformatories, unmarried mothers, youth confined to wheel chairs (the total SEC should be completely accessible to a wheel chair patient) and blind and deaf students.



7. Summary

A mother, coming to talk to her son's advisor in a Resource Unit might arrive at the MBTA station (or parking garage), take the moving sidewalk across the bridge, leave her three-year-old at a Temporary Care Center (like that already run under a Hood Foundation Grant at Boston City Hospital), stop in a coffee shop for a cup of tea; then finding herself still early for an appointment, browse in the magazine rack in the Media Center, then go to the Parents' Room of her son's Resource Unit, have her interview, then look at some of the exhibitions in the corridors of the public concourse, stop at a restaurant for lunch, take in a movie at the theater, then return to pick up her three-year-old, take her down to the Health Center for a check-up in the Clinic, then walk back to the MBTA station or parking garage to go home.

R21 B1 V.1 c.1  
Boston Public Schools.  
The secondary education  
complex.

DATE	ISSUED TO

R2  
Bc  
Th









BOSTON PUBLIC LIBRARY



3 9999 06315 303 3



